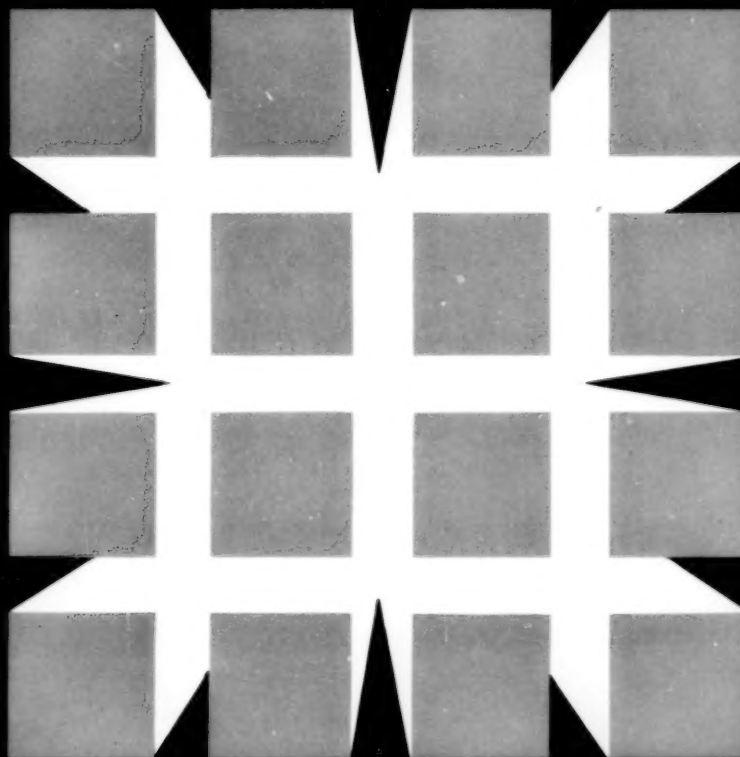


AUGUST 1995 VOLUME 30/NUMBER 8

# RIE

## RESOURCES IN EDUCATION

ED 380 531 — 381 609



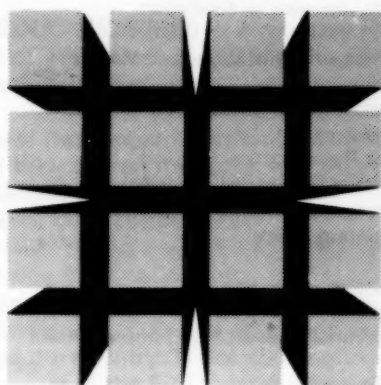
EDUCATIONAL RESOURCES

**ERIC**<sup>®</sup>

INFORMATION CENTER

Office of Educational Research and Improvement  
U.S. DEPARTMENT OF EDUCATION





# RIE

## RESOURCES IN EDUCATION

ED 380 531 — 381 609

August 1995

Volume 30/Number 8

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EDUCATIONAL RESOURCES



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*Resources in Education* (RIE) is processed for printing by Computer Sciences Corporation, under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of RIE do not necessarily reflect official OERI policy.

RIE is available on subscription (12 issues/year), or as individual issues, from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

## Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
EJ	— Accession Number Prefix (ERIC Journal Article)
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
OERI	— Office of Educational Research and Improvement
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

## Library of Congress Cataloging in Publication

**Resources in education /** Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor];  
v. ; 28 cm.

Monthly.

Began with: Vol. 10, no. 1 (Jan. 1975).

Title from cover.

Description based on: Vol. 14, no. 1 (Jan. 1979).

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980-198 by the Dept. of Education, National Institute of Education; U.S. Dept. of Education, Office of Educational Research and Improvement.

(Continued on next card)

75-644211

AACR 2 MARC-S

76t8805r83jrev2

### Resources in education ... (Card 2)

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education

1. Education—Research—Bibliography—Periodicals. 2. Education—Bibliography—Periodicals. I. United States. Office of Educational Research and Improvement. II. National Institute of Education (U.S.) III. Educational Resources Information Center (U.S.)

{DNLM: 1. Education--abstracts. 2. Education--indexes. 3. Research Support--directories. Z 5811 R432j

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AACR 2 MARC-S

Library of Congress

76t8805r83jrev2

## Introduction

**RESOURCES IN EDUCATION (RIE)** — A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor:** Educational Resources Information Center (ERIC)  
Office of Educational Research and Improvement (OERI)  
U.S. Department of Education  
Washington, D.C. 20208-5720

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

**Organization of Journal:** *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

**Availability of Documents:** The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

**How to Submit Documents to ERIC:** If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

**How To Order RIE:** The U.S. Government Printing Office (GPO) prints RIE and functions as subscription agent. Detailed subscription information appears on the page in the back of RIE entitled "How to Order *Resources in Education*."

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## ERIC Clearinghouse Publications

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This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, digests, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Original copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in reproduced paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852 Telephone: 1-800-443-ERIC (3742).

ED 380 808 CS 214 770

Battistini, Jan, Comp.; Smith, Carl B., Ed.

**Outcome-Based Education: Defining the Language Arts Curriculum. Hot Topic Guide 56.**

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN; 86p.

Alternate Availability--Distance Education/ERIC-REC, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 (\$15, prepaid, using Mastercard, Visa, or check made payable to ERIC/REC).

EDRS Price - MF01/PC04 Plus Postage.

ED 380 809 CS 214 771

Essex, Christopher, Comp.; Smith, Carl B., Ed.

**Creative Writing in the Elementary School. Hot Topic Guide 57.**

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN; 68p.

Alternate Availability--Distance Education/ERIC-REC, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 (\$15, prepaid, using Mastercard, Visa, or check made payable to ERIC/REC).

EDRS Price - MF01/PC03 Plus Postage.

ED 380 847

Sensenbaugh, Roger

**How Effective Communication Can Enhance Teaching at the College Level. ERIC Digest.**

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN; 4p.

Alternate Availability--ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

EDRS Price - MF01/PC01 Plus Postage.

CS 508 868

ED 380 880

Walker, Dean

**Preventing Violence in Schools.**

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA; 5p.

Alternate Availability--National Association of Elementary School Principals, Educational Products, 1615 Duke Street, Alexandria, VA 22314-3483 (\$2.50; bulk orders of 10 or more, \$2 each; Virginia residents add 4.5% sales tax).

Journal Cit--Research Roundup; v11 n2 Win 1994/95

EDRS Price - MF01/PC01 Plus Postage.

EA 026 590

**ED 381 136** **IR 017 058**  
**Professional Development.**  
 ACCESS ERIC, Rockville, MD.; 37p.  
 Alternate Availability--ACCESS ERIC, 1600 Research  
 Boulevard, Rockville, MD 20850 (subscription free;  
 obtain back issues from EDRS).  
 Journal Cit--ERIC Review; v3 n3 Win 1995  
 EDRS Price - MF01/PC02 Plus Postage.

**ED 381 530** **SP 035 918**  
*Abdal-Haqq, Ismat*  
**ERIC as a Resource for the Teacher Researcher.**  
 ERIC Digest.  
 ERIC Clearinghouse on Teaching and Teacher  
 Education, Washington, DC.; 4p.  
 EDRS Price - MF01/PC01 Plus Postage.

**ED 381 149** **IR 017 075**  
*Wilson, Brent G.; And Others*  
**Technology Making a Difference: The Peakview  
 Elementary School Study.**  
 ERIC Clearinghouse on Information and Technology,  
 Syracuse, NY.; 236p.  
 Alternate Availability--Information Resources  
 Publications, Syracuse University, 4-194 Center for  
 Science & Technology, Syracuse, NY 13244-4100  
 (IR-98: \$15 plus \$3 shipping and handling).  
 EDRS Price - MF01/PC10 Plus Postage.

**ED 381 177** **IR 055 473**  
*Brunelheide, Janis H.*  
**Copyright Issues for the Electronic Age. ERIC  
 Digest.**  
 ERIC Clearinghouse on Information and Technology,  
 Syracuse, NY.; 4p.  
 Alternate Availability--ERIC Clearinghouse on  
 Information and Technology, 4-194 Center for  
 Science and Technology, Syracuse University,  
 Syracuse, NY 13244-4100 (free while supplies last).  
 EDRS Price - MF01/PC01 Plus Postage.

**ED 381 178** **IR 055 474**  
*Smith, Marilyn E.*  
**Access Points to ERIC: Update 1995. ERIC Digest.**  
 ERIC Clearinghouse on Information and Technology,  
 Syracuse, NY.; 4p.  
 Alternate Availability--ERIC Clearinghouse on  
 Information and Technology, 4-194 Center for  
 Science and Technology, Syracuse University,  
 Syracuse, NY 13244-4100 (free while supplies last).  
 EDRS Price - MF01/PC01 Plus Postage.

**ED 381 179** **IR 055 475**  
*Lopata, Cynthia L.*  
**Integrated Library Systems. ERIC Digest.**  
 ERIC Clearinghouse on Information and Technology,  
 Syracuse, NY.; 4p.  
 Alternate Availability--ERIC Clearinghouse on  
 Information and Technology, 4-194 Center for  
 Science and Technology, Syracuse University,  
 Syracuse, NY 13244-4100 (free while supplies last).  
 EDRS Price - MF01/PC01 Plus Postage.

**ED 381 480** **SO 024 942**  
*Stoltman, Joseph P.*  
**The National Geography Content Standards. ERIC  
 Digest.**  
 ERIC Clearinghouse for Social Studies/Social Science  
 Education, Bloomington, IN.; 4p.  
 Alternate Availability--ERIC Clearinghouse for Social  
 Studies/Social Science Education, 2805 East Tenth  
 Street, Suite 120, Bloomington, IN 47408.  
 EDRS Price - MF01/PC01 Plus Postage.

## Document Section

The following is a summary of the information provided in the document section.

The document section is divided into two main parts. The first part is a summary of the information provided in the document section. The second part is a list of the documents included in the document section.

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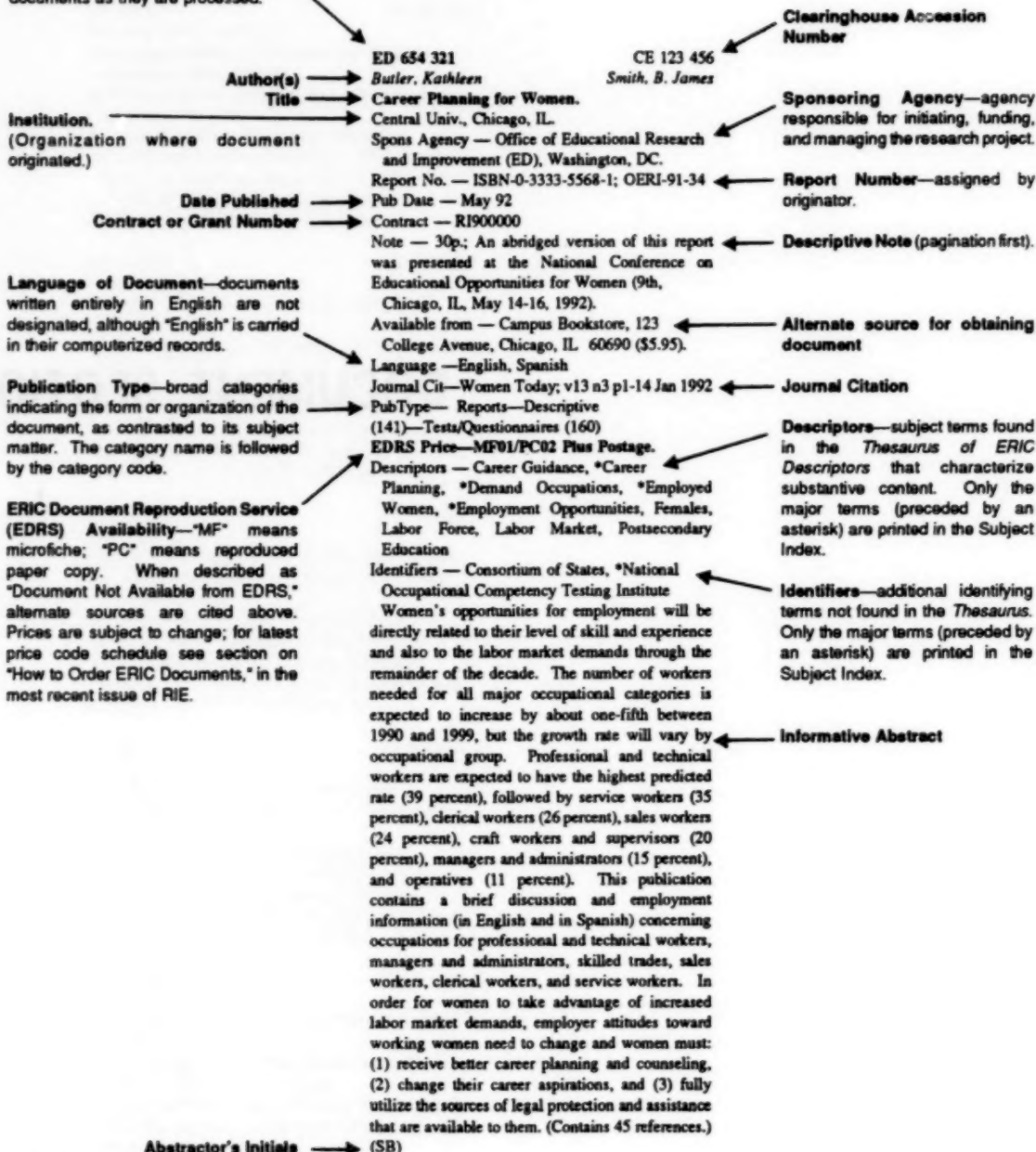
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# SAMPLE DOCUMENT RESUME

**ERIC Accession Number**—identification number sequentially assigned to documents as they are processed.



June 1993

## Document Resumes

1

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA — ERIC Processing and Reference Facility.....	1	JC — Community Colleges.....	111
CE — Adult, Career, and Vocational Education.....	1	PS — Elementary and Early Childhood Education.....	120
CG — Counseling and Student Services.....	33	RC — Rural Education and Small Schools.....	132
CS — Reading, English, and Communication.....	41	SE — Science, Mathematics, and Environmental Education.....	140
EA — Educational Management.....	57	SO — Social Studies/Social Science Education.....	149
EC — Disabilities and Gifted Education.....	66	SP — Teaching and Teacher Education.....	162
FL — Languages and Linguistics.....	78	TM — Assessment and Evaluation.....	173
HE — Higher Education.....	86	UD — Urban Education.....	179
IR — Information and Technology.....	101		

### AA

ED 380 531 AA 001 259  
Resources in Education (RIE), Volume 30, Number 8.

Computer Sciences Corp., Rockville, MD. Systems Engineering Div.; Educational Resources Information Center (ED), Washington, DC; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Report No.—ISSN-0098-0897

Pub Date—Aug 95

Contract—RR94002001

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$56 (Domestic), \$70 (Foreign).

Journal Cit—Resources in Education; v30 n8 Aug 1995

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Abstracts, Catalogs, Education, \*Educational Resources, \*Indexes, Resource Materials

Identifiers—\*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

### CE

ED 380 532  
RIE AUG 1995

CE 067 379

Fisher, Teresa A. Griggs, Mildred B.  
Factors That Influence the Career Development of African-American and Latino Youth.

Pub Date—Apr 94

Note—44p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Black Youth, Career Choice, \*Career Development, College Students, \*Community Influence, Higher Education, \*Hispanic Americans, \*Parent Influence, Qualitative Research, \*School Role, Student Attitudes, Success Identifiers—\*African Americans, Latinos

A study examined the personal, social, and institutional factors that facilitated the career development and career choice of 11 African-American and 9 Latino juniors and seniors (12 females and 8 males) who were attending a large Midwest university and who had successfully identified and acted on their vocational plans. The students had all volunteered for the study and had maintained college grade point averages of B or better. The students participated in informal semistructured interviews focusing on retrospective factors that affected their career development/choice. The interview data were transcribed and analyzed in a three-phase analysis performed by four coders. Goal orientation and strong self-confidence were cited as major success factors by 95% and 85% of the students, respectively. Other important factors were as follows: influence of role models at home and school, desire to be a role model, challenging high school curriculum or extensive college preparatory program, and internships/work experience. The importance of efforts to develop and sustain minority students' personal/academic confidence before college, sustain their parental support, provide them with a variety of role models in a variety of contexts, and use critical life events as learning experiences to help shape their career development were emphasized. (Contains 47 references.) (MN)

ED 380 533

Guy, Talmadge C., Ed. And Others

Africentrism—Perspective or Paradigm? Implications for Adult Education. Proceedings of the African American Adult Education Research Pre-Conference (Knoxville, Tennessee, May 18-19, 1994).

Georgia Univ., Athens.

Pub Date—May 94

Note—119p.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

CE 067 757

able from EDRS.

Descriptors—Academic Achievement, Adult Basic Education, Adult Education, Black Colleges, \*Black Education, Black Leadership, Black Literature, \*Blacks, Community Colleges, Community Development, Comparative Analysis, Cultural Awareness, \*Cultural Education, Educational Benefits, \*Educational Needs, \*Educational Objectives, Educational Planning, Educational Research, Entrepreneurship, Extension Education, Females, Feminism, Financial Support, Fraternities, Health Promotion, Higher Education, Job Training, Leadership Training, Models, Professional Development, Reentry Students, Self Concept, Speech Communication, Two Year Colleges, Womens Education

Identifiers—African Americans, \*Afrocentrism, \*Empowerment, Oral Learning

The following papers were presented at a research preconference on the implications of Afrocentricism for adult education: "The African American Adult Education Pre-Conference: Historical Reflections" (Colin); "The Perspective 'Is' the Paradigm: The Congruence of World View and Research Methodology" (Dozier-Henry); "Self-employment Skills Training: Educational Survival Strategy for Adult with Low Skills: A Model for Oral Instruction" (Smith); "African-Americans in Adult Education: Outline for a Course of Study" (Smith); "Feminist Theory and the Social Construction of Knowledge: The Intersection of Race, Class, and Gender. An Afrocentric Feminist Educational Perspective" (Garth); "As quiet as a church in prayer: We come from elsewhere: An Exploration of Professional Identity Formation in Two African American Women Adult Educators" (Closson); "Making a Way Out of No Way: An Examination of the Educational Narratives of Reentry Black Women with Emphasis on Issues of Race, Gender, Class, and Color" (Johnson-Bailey); "Comparative Analysis of Planning within Community-based Empowerment Program Models (for Health Promotion): Implications for African Americans" (Carter); "Inadequate Funding of Extension at the Historically Black Land-grant Colleges" (Ukaga, Pezeski-Raad, Thomson); "Learning in Black Greek Letter Societies: 'An Unrecognized Collaborative Approach to Adult Education'" (Croom); "African American Achievement Program: Culturally Grounded Academic Program for the Community College African American Adult Learner" (Cherry-Smith); "Education for Self-knowledge: Students' Self-awareness in Response to Literature by African-American Women" (Blacksher); "The Black Church: A Model of Afrocentric Adult Education and Leadership Development for Personal and Community Empowerment" (Misap); and "The Higher and Professional Education of African Americans Prior to 1865: Some Implications for Adult Education" (Irvine).

## 2 Document Resumes

Many papers contain substantial bibliographies. (MN)

**ED 380 534** CE 067 986

*Eckert, Henry Veneau, Patrick*  
**Vocational Baccalaureat Holders: What Positions in the Company?**

Centre d'Etudes et de Recherches sur les Qualifications, Marseilles (France).

Report No.—ISSN-1156-2366

Pub Date—94

Note—5p.

Journal Cit.—Training & Employment; n18 Win 1994

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Trends, \*Education Work Relationship, Employment Level, \*Employment Patterns, Foreign Countries, High Schools, Labor Market, \*Outcomes of Education, Student Certification, Trend Analysis, \*Vocational Education, Vocational High Schools

Identifiers—\*France, \*Vocational Baccalaureat (France)

The French vocational baccalaureat was created in response to labor market changes and technological innovations of the early 1980s. Unlike France's general and technical baccalaureats, the vocational baccalaureat normally guarantees immediate entry into working life. It is generally prepared for in 2 years after an initial period of vocational training recognized by a Vocational Studies Certificate (BEF). At the beginning of the 1985-86 academic year, only 1,300 individuals were preparing for vocational baccalaureats. Just 8 years later, more than 75,000 individuals are enrolled. In 1990 and 1992, all individuals who completed the VB track in 1988 and 1990, respectively, were surveyed regarding their employment since completing the training program. The survey response rates were 59% and 53%, respectively. The studies established that, although the school-to-work transition of completers was more favorable than those of their counterparts with lower levels of occupational qualification, their work activities and job mobility had not measured up to expectations. Two years after having completed their training, most vocational baccalaureat holders held jobs classified as "worker jobs." One major reason was said to be that, despite the technological changes that have occurred in the workplace, organizational contexts have not changed greatly. (MN)

**ED 380 535** CE 068 032

*Koller, B.*

**Social and Occupational Integration of Immigrants of German Origin in Germany. IAB Labour Market Research Topics No. 9.**

Institute of Employment Research, Nuremberg (Germany).

Report No.—ISSN-0945-8093

Pub Date—94

Note—22p.

Available from—Institut für Arbeitsmarkt-und Berufsforschung der Bundesanstalt für Arbeit (IAB), Regensburger Strasse 104, 90327 Nuremberg, Germany (free to foreign subscribers).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adults, \*Employment Patterns, Foreign Countries, \*Immigrants, \*Job Skills, Job Training, \*Socioeconomic Status, Underemployment, \*Unemployment

Identifiers—\*Germany

In the last 5 years, almost 1.5 million immigrants of German origin have come to Germany. They consider their immigration a return to their homeland. Nevertheless, their social integration is not without problems. Many of the immigrants have little knowledge of German, their values are not related to today's Germany, and Germans increasingly perceive these newcomers as competitors for scarce economic resources. The immigrants' vocational training and work experience does not comply with German requirements, making it more difficult for them to find jobs. More training is required for them to enter most occupations. Unemployment is higher than for native Germans; however, unemployment has increased less among the immigrants than among native Germans because they are willing to accept any type of job. It is likely that more of the immigrants will have to continue to work at occupations below their skills in the future as economic hardships in the country continue. (KC)

**ED 380 536**

*Stanley, Patricia*

**School-to-College-to-Career Transition Model Project.**

Pub Date—Dec 94

Note—47p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 9-13, 1994).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Advisory Committees, Articulation (Education), \*Career Education, \*Community Colleges, Cooperative Planning, Coordination, Demonstration Programs, Educational Cooperation, Educational Opportunities, Educational Planning, \*Education Work Relationship, High Schools, Internship Programs, Models, Partnerships in Education, \*Program Development, Records (Forms), Special Needs Students, Strategic Planning, Tech Prep, Transitional Programs, Two Year Colleges, \*Vocational Education

Identifiers—\*Orange Coast College CA

A project was conducted to expand college-to-work transition options available to vocational students at Orange Coast College (OCC) and to develop a comprehensive multioption model for community college-to-work transitions. The project advisory committee began working to link tech prep to the project's goals and to establish ties with Orange County's Vital Link project, which is part of a national pilot project focusing on enhancing high school students' employability skills. The following college-to-career options were developed for OCC students: worksite-based internships, a comprehensive career development program as defined in the National Career Development Guidelines, and skill guarantees for program graduates. The comprehensive multioption model was developed and disseminated to other colleges through a brochure, conference presentations, and other media channels. (Appendixes contain the following: written agreements, list of Vital Link participants, draft employability transcript, strategies for internship opportunities for special populations, skills guarantee, sample worksite placement letter, internship academy description, and career-to-college advisory committee members and option team members. Also included is the model for preparing community colleges to provide college-to-career transition program/services.) (MN)

A project was conducted to expand college-to-work transition options available to vocational students at Orange Coast College (OCC) and to develop a comprehensive multioption model for community college-to-work transitions. The project advisory committee began working to link tech prep to the project's goals and to establish ties with Orange County's Vital Link project, which is part of a national pilot project focusing on enhancing high school students' employability skills. The following college-to-career options were developed for OCC students: worksite-based internships, a comprehensive career development program as defined in the National Career Development Guidelines, and skill guarantees for program graduates. The comprehensive multioption model was developed and disseminated to other colleges through a brochure, conference presentations, and other media channels. (Appendixes contain the following: written agreements, list of Vital Link participants, draft employability transcript, strategies for internship opportunities for special populations, skills guarantee, sample worksite placement letter, internship academy description, and career-to-college advisory committee members and option team members. Also included is the model for preparing community colleges to provide college-to-career transition program/services.) (MN)

**ED 380 537**

*Crawford, Clarence C.*

**Multiple Employment Training Programs. Major Overhaul Needed To Reduce Costs, Streamline the Bureaucracy, and Improve Results. Testimony before the Committee on Labor and Human Resources, U.S. Senate.**

General Accounting Office, Washington, DC. Health, Education, and Human Services Div.

Report No.—GAO/T-HEHS-95-53

Pub Date—10 Jan 95

Note—31p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free; additional copies \$2 each; check or money order to be made out to the Superintendent of Documents; 100 or more mailed to a single address: 25% discount).

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Accountability, Adult Education, Annotated Bibliographies, Change Strategies, \*Cost Effectiveness, \*Educational Change, Educational Policy, \*Employment Programs, \*Federal Programs, \*Job Training, Policy Formation, Position Papers, Postsecondary Education, Program Administration, Program Improvement, Public Agencies, Public Policy, \*Redundancy Research conducted by the General Accounting Office (GAO) indicates that the current system of multiple employment training programs requires major overhaul to reduce costs, streamline the bureaucracy, and improve results. The current system of 163 different federal employment training programs wastes resources and confuses and frustrates clients, employers, and administrators. Only 49% of programs collect participant outcome data, and only 11% conduct effectiveness studies. As a result, most agencies do not know whether their programs are working effectively. Furthermore, the high degree of overlap among programs adds unnecessary administrative costs and raises questions about the ef-

CE 068 144

ficency of federal employment training programs. Significant consolidation of the 163 existing federal employment training programs is needed to create a more effective and efficient employment training system. (Appendixes contain the following: annotated bibliography of 11 GAO products about multiple employment training programs; list of federal programs providing employment training assistance in FY95; and charts detailing executive branch agencies responsible for federal employment training programs, federal employment training programs by target populations, the different annual operative cycles of different programs, and the percentage of programs collecting outcome data.) (MN)

**ED 380 538**

*Worham, Forest B.*

**Practice versus Theory When Planning Employee Training Programs.**

Pub Date—Nov 94

Note—10p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Nashville, TN, November 2-5, 1994).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Case Studies, Comparative Analysis, \*Corporate Education, Educational Planning, Educational Research, Models, Program Development, Teacher Attitudes, \*Theory Practice Relationship, \*Trainers, \*Training Methods, Training Objectives

Identifiers—Pennsylvania (Pittsburgh)

A study examined the program planning steps used by trainers on the job and the differences between the identified planning steps and the program planning models outlined in the adult education literature. Training managers from five corporations with headquarters in the Pittsburgh area were interviewed, and supporting documents about each training program were reviewed. The most consistent pattern identified across the case studies was use of a top-down management style from senior managers to managers of training. Needs analysis was used in only one program. The training managers did not suggest or reveal that they followed a specific: theoretically based program model when planning programs; instead, they processed how they wanted to plan programs on a situation-by-situation basis in their minds. The training managers did not plan programs according to a preconceived theory because, in their words, doing so was neither efficient nor reflective of their corporation's needs or their personal needs. The study findings were interpreted as supporting the contention found in the literature that individuals plan programs in a situation-specific manner and as refuting the traditional adult education literature, which maintains that managers of training should use specific program planning steps and follow them in a lock-step pattern. (MN)

**ED 380 539**

*Misko, Josie*

**Flexible Delivery. Will a Client Focus System Mean Better Learning?**

National Centre for Vocational Education Research, Leabrook (Australia).

Report No.—ISBN-0-86397-103-2

Pub Date—94

Note—60p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia.

Pub Type—Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, Change Strategies, Curriculum Development, \*Delivery Systems, Educational Benefits, Educational Change, \*Flexible Progression, \*Flexible Scheduling, Foreign Countries, Home Study, Independent Study, \*Individualized Instruction, \*Nontraditional Education, Position Papers, Postsecondary Education, Prior Learning, \*Vocational Education, Work Experience Programs

Identifiers—\*TAFE (Australia)

This paper outlines and examines the implications of the main points of the national framework for flexible delivery of vocational education in Australia's technical and further education (TAFE) colleges. Endorsed by the National TAFE Chief Executives Committee in 1992, the framework establishes specific plans of action to be achieved by 1995. The rationale for and definition of flexible

delivery of vocational education are presented, and its implications for TAFE and public and private providers are considered. Discussed next are potential benefits and drawbacks of the following flexible delivery modes and venues: self-paced learning, resource-based learning, technology-enhanced learning, home-based learning, work-based training, and learning centers. The roles of administrators, teachers, and students in each mode/venue are also examined. Following this are the main features, rationale for, and general concerns associated with flexible entry and exit points and flexible assessment (including provisions for recognizing prior learning). Next, several questions and concerns regarding flexible modes and venues are considered, and guidelines are presented for developing flexible and modularized curricula. Effective individualized instruction is a way of accommodating different learning styles, personalities, physiological constraints, disabilities, motivation levels, and cognitive abilities. Contains 79 references. (MN)

**ED 380 540** CE 068 251

*Bloch, Barbara Thomson, Peter*

**Working towards Best Practice in Assessment. A Case Study Approach to Some Issues Concerning Competency-Based Assessment in the Vocational Education and Training Sector.**

National Centre for Vocational Education Research, Leabrook (Australia).

Report No.—ISBN-0-86397-079-6

Pub Date—94

Note—136p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia.

Pub Type—Reports—Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Adult Basic Education, Case Studies, Competence, \*Competency Based Education, \*Criterion Referenced Tests, \*Evaluation Methods, Foreign Countries, Literacy Education, Numeracy, Postsecondary Education, Standards, \*Student Certification, \*Student Evaluation, Test Reliability, Tests, Test Validity, \*Vocational Education

**Identifiers**—\*Australia

Between July and November 1993, a cross-section of Australia's school- and workplace-based vocational education and training programs was studied to identify programs using innovative assessment strategies and materials. As innovative strategies/materials were identified, the study methodology was revised and a case study approach was adopted. The eight programs selected for study were competency-based programs. They represented a mix of school and workplace programs and prepared students for certificates in widely ranging areas/occupations, including the following: adult general education, engineering production, carpentry and joinery, public administration, restaurant service, and occupational health and safety. The practices and materials used in each program were identified and discussed. The following issues emerging from the case studies were examined: assessor training; integrating learning and assessment; validity and reliability; literacy, numeracy, and language; enterprise and industry standards; and assessment instruments. (Most of this document consists of the eight case studies. The individual case study reports contain the following kinds of sample materials/exhibits: sample learning activities/modules, assessor guidelines, competency assessment checklists, student assessment criteria, competency statements and corresponding performance criteria, and sample tests. The bibliography lists 10 references.) (MN)

**ED 380 541** CE 068 252

*Lundberg, David*

**Calling the Tune. Market Responsive Vocational Education: A Discussion Paper.**

National Centre for Vocational Education Research, Leabrook (Australia).

Report No.—ISBN-0-86397-071-0

Pub Date—94

Note—44p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Access to Education, Community Education, Competition, Educational Coopera-

tion, Educational Demand, \*Educational Economics, Educational Finance, Educational Quality, \*Educational Supply, Educational Vouchers, \*Education Work Relationship, Equal Education, Financial Policy, Financial Support, Foreign Countries, Marketing, Off the Job Training, Position Papers, Postsecondary Education, Private Schools, Proprietary Schools, \*Relevance (Education), \*Vocational Education

**Identifiers**—Australia, \*Educational Marketing, \*TAFE (Australia)

An analysis of Australia's vocational education market reveals that the Technical and Further Education (TAFE) system is still the dominant provider of postcompulsory off-the-job vocational education and training in Australia. In the education and training (E&T) services market, TAFE is in competition with other public and private schools, universities, adult community education, industry skill centers, and commercial and enterprise training providers. The Australian market for E&T services is not, however, an open competitive market with full and fair competition among the providers of postcompulsory E&T. The desirability of formulating and implementing policies making vocational education more market responsive were considered in light of the following factors/issues: inherent conflicts between policies encouraging competition and those encouraging cooperation; limits of markets as instruments of social choice; the need to balance educational and labor markets; access and equity; quality; the benefits/drawbacks of fee-for-service, joint venture, tendering, and voucher arrangements and incorporating TAFE; and distortions. It was concluded that the general concept of developing a more competitive market is a good one provided it is understood in terms of a regulated rather than laissez-faire market. (Contains 83 references.) (MN)

**ED 380 542** CE 068 253

*Stevenson, J. Ed.*

**Cognition at Work: The Development of Vocational Expertise.**

National Centre for Vocational Education Research, Leabrook (Australia).

Report No.—ISBN-0-86397-055-9

Pub Date—94

Note—252p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia.

Pub Type—Collected Works - General (020) — Reports—Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Adult Education, Apprenticeships, Cognitive Development, Cognitive Measurement, \*Competence, Competency Based Education, Educational Practices, Educational Strategies, Foreign Countries, Job Skills, Learning Processes, \*On the Job Training, Postsecondary Education, Problem Solving, Simulation, \*Skill Development, Teaching Methods, \*Training Methods, \*Vocational Education, Workshops

**Identifiers**—\*Expertise, \*TAFE (Australia)

This book contains eight papers examining vocational expertise and how best to develop it. The first paper, "Vocational Expertise" (John Stevenson), presents five approaches to developing it. The role of context in patterning cognition is considered in "Authenticity in Workplace Learning Settings" (Stephen Billett). In "Learning in Apprenticeship Courses" (Glen Evans), conceptual and perceptual knowledge and performance are discussed as components of competence. "Train Simulators and the Development of Expertise" (Charlie McKavanagh) analyzes differences between novices and experts from the standpoint of their different approaches to problem solving. The conclusion of "Problem-based Learning in Workshops" (Howard Middleton) is that workshop-based programs are much more effective than teacher-centered technical and further education (TAFE) programs in helping students develop the creative thinking skills needed for the workplace. "Development of Expertise in TAFE Colleges" (John Stevenson, Charlie McKavanagh) explores the nature of teaching and learning in TAFE. "Measuring the Press for Skill Development" (John Stevenson, Charlie McKavanagh, and Alan Evans) discusses the Cognitive Power Holding Questionnaire, and "Pressing TAFE Learners into Far Transfer within a Competency-Based Training (CBT) Framework" (Fred Beven) uses the questionnaire to monitor emphases on different levels of cognitive procedures in a tourism and hospitality

program course. All papers contain substantial bibliographies. Fifty-five tables/figures are included. (MN)

**ED 380 543** CE 068 254

*Hall, William*

**English 15-19 Year-Olds' Vocational Education:**

**Some Lessons for Australia? Discussion Paper.**

National Centre for Vocational Education Research, Leabrook (Australia).

Spons Agency—British Council, London (England).

Report No.—ISBN-0-86397-135-0

Pub Date—94

Note—57p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Apprenticeships, British National Curriculum, Comparative Analysis, Competency Based Education, Delivery Systems, Educational Administration, Educational Finance, \*Educational Needs, \*Educational Policy, \*Educational Practices, Financial Support, Foreign Countries, Job Training, Literature Reviews, Needs Assessment, \*Policy Formation, Postsecondary Education, School Districts, Secondary Education, \*Vocational Education

**Identifiers**—\*Australia, \*England, National Vocational Qualifications (England), Training and Enterprise Councils (Great Britain)

Vocational education for 15- to 19-year-olds in England and Australia was compared. Recent literature was reviewed, and 20 individuals concerned with the planning and delivery of vocational education in England were interviewed to identify local and national practices and policies that are worthy of consideration for adoption in Australia. The following were among the topics and specific programs/policies considered: key competencies, politics, funding, Technical and Vocational Education Initiative, National Vocational Qualifications, National Curriculum, General National Vocational Qualifications (GNVQs), apprenticeships, Training and Enterprise Councils (TECs), and 1994 National Development Agenda. It was concluded that, although the English system is based on sound concepts whose adoption in Australia merits consideration, many of England's vocational education practices are questionable. The following concepts underlying the English system were praised and recommended for incorporation into Australia's system: GNVQs as a bridge between training and education, TECs as an approach to local control and delivery of training, a national assessment framework, and three-stage funding model. (The bibliography contains 18 references and lists 44 documents examined. Appended is a list of individuals interviewed.) (MN)

**ED 380 544** CE 068 255

*Barnett, Kate Wilson, Sara*

**Challenges and Choices: A Study of Four Providers of Adult Community Education.**

National Centre for Vocational Education Research, Leabrook (Australia).

Report No.—ISBN-0-86397-095-8

Pub Date—94

Note—81p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia.

Pub Type—Reports—Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Adult Basic Education, \*Adult Education, Adult Literacy, Community Centers, Community Colleges, \*Community Education, Comparative Analysis, Competition, \*Delivery Systems, \*Educational Change, Educational Cooperation, Educational Facilities, Educational Objectives, \*Educational Practices, \*Educational Trends, Financial Support, Foreign Countries, Labor Education, Literacy Education, Program Content, Student Characteristics, Trend Analysis, Two Year Colleges, Vocational Education

**Identifiers**—\*Australia, TAFE (Australia)

The following providers of adult community education (ACE) in Australia were examined in case studies: Trott Park Neighbourhood Centre, a neighborhood house with a small ACE program for residents of the Adelaide outer metropolitan area; Workers' Educational Association of South Australia

lia, Incorporated, which provides a large statewide adult education program for inner-city Adelaide residents; Echuca Community Education Group, which is a small local community learning center-based program for rural Victoria residents; and Manly-Warringah Community College, whose medium-sized ACE program serves residents of the Sydney metropolitan area. Each program was examined from the following standpoints: the vocational orientation of ACE provision, the impact of Australia's Training Reform Agenda, and the relationship between ACE providers and Technical and Further Education (TAFE). In response to increasing consumer demand for skill-based programs, three programs had developed strong vocational components. Only the neighborhood center program retained a general adult education focus. The three providers with strong vocational components were the most affected by the Training Reform Agenda. All four programs demonstrated high degrees of cooperation/coordination with other ACE programs and with TAFE. At the time of the study, all four ACE providers were in the process of significant changes. (Contains 14 references.) (MN)

ED 380 545

CE 068 256

Learmonth, Anne

**Creating a Learning Environment in the Workplace. A Manual for Managers, Trainers, Human Resources Personnel, Union Officials and Workers.**

National Centre for Vocational Education Research, Leabrook (Australia).

Report No.—ISBN-0-86397-336-3

Pub Date—93

Note—98p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, \*Corporate Education, \*Educational Environment, Educational Strategies, Foreign Countries, \*Instructional Development, \*Labor Force Development, Labor Market, \*Organizational Climate, Postsecondary Education, Questionnaires, Records (Forms), \*Training Methods, Training Objectives, Trend Analysis, Work Environment  
Identifiers—\*Australia

This guide, which is intended for human resources personnel, industry trainers, educators working in industry, and others interested in learning in the workplace, presents practical guidelines for maximizing the benefits of learning on the job by creating an effective learning environment in the workplace. Discussed in the introduction are key characteristics of learning environments, strategies for employer and employee survival in a changing world, and use of the manual. Part 1 details procedures for building networks of allies, collecting basic workplace information, and assessing personal learning experiences. Examined in part 2 are the following key characteristics of learning environments: building a shared vision, encouraging participation, taking a broad view of learning/training, developing individual learning plans, identifying skills and developing learning plans, recognizing/using mentoring, recognizing/rewarding learning, and allowing risk taking. Part 3 describes how the key characteristics were identified and provides a theoretical framework for creating learning environments in the workplace. Also included are numerous charts, exercises, and checklists, as well as a glossary. Contains 58 references. (MN)

ED 380 546

CE 068 257

Barnett, Kate

**Some Can, Some Can't. The Impact of Fees and Charges on Disadvantaged Groups in TAFE.**

National Centre for Vocational Education Research, Leabrook (Australia).

Report No.—ISBN-0-86397-047-8

Pub Date—94

Note—25p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Adult Students, \*Data Collection, \*Economically Disadvantaged, Economic Impact, \*Enrollment Influences, En-

rollment Trends, \*Fees, Foreign Countries, Individual Characteristics, \*Information Needs, Participation, Postsecondary Education, \*Vocational Education

Identifiers—\*TAFE (Australia)

Since 1990, it has been possible to charge fees for all of Australia's Technical and Further Education (TAFE) courses. Although data can be extracted regarding TAFE enrollment patterns before and after the introduction of fees, detailed information about economically disadvantaged students cannot be obtained through the existing data collection system. Past studies have shown that fees constitute only one of a set of interacting factors affecting an individual's decision to enroll in TAFE. Other factors include the following: barriers to participation, allocation of finances without households, psychological/sociological factors, fee payment methods, and relationship between fee size and individual investment decisions. A 1990 study of the likely impact of fees and charges on TAFE students confirmed that patterns of participation in TAFE are complex and affected by a range and combination of factors and that fees must not be treated as an isolated variable influencing participation in TAFE. It was recommended that additional information about individuals' decisions to enroll in TAFE be collected through national surveys and that efforts be focused on modifying fee payment methods and ensuring that disadvantaged groups are not excluded from vocational education because of their inability to meet tuition and associated costs. (Contains 14 references.) (MN)

ED 380 547

CE 068 283

Smith, Mark K.

**Local Education: Community, Conversation, Praxis.**

Report No.—ISBN-0-335-19274-2

Pub Date—94

Note—192p.

Available from—Open University Press, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598 (paperback: ISBN-0-335-19274-2, hardback: ISBN-0-335-19275-0).

Pub Type—Books (010)—Guides - General (050)  
Document Not Available from EDRS.

Descriptors—\*Adult Education, \*Adult Educators, Community Development, \*Community Education, Cultural Influences, Educational Objectives, Educational Strategies, Group Dynamics, Models, \*School Community Relationship, \*Social Networks, \*Teacher Role, Teacher Student Relationship

This book draws upon the experience of adult and community educators and youth and community workers to explore the nature and practice of local education. Chapter 1 examines the nature of local education and argues the benefits of setting aside "community education" in favor of "local education." In chapter 2, the local educator's role is discussed in relation to the following: choice, voice, convivial settings for learning, reflection on experience, conversation and interaction, and education as a fully human activity. Discussed in chapter 3 are the various strategies and tactics that local educators may use to initiate or join in conversations, maintain them, and then leave them. Ways in which local educators can make decisions regarding the direction their work takes are presented in chapter 4. Steps for local educators to take in structuring their work are outlined in chapter 5. Chapter 6, which describes the process of engaging with local life, deals with such issues as the role of groups, power relationships, networks, and exploring cultures. In chapter 7, the works of key writers such as Dewey and Schon are analyzed in an attempt to build a model of local education. Chapter 8 suggests ways of fostering community, conversation, and praxis. Contains 431 references. (MN)

ED 380 548

CE 068 288

**World without Work. Causes and Consequences of Black Male Joblessness.**

Center for the Study of Social Policy, Washington, DC; Philadelphia Children's Network, PA.

Spons Agency—Annie E. Casey Foundation, Greenwich, CT.

Pub Date—Dec 94

Note—49p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Black Family, \*Blacks, Cultural Influences, Educational Needs, Employment Level, Employment Opportunities, \*Employment Pat-

terns, Employment Potential, \*Employment Problems, Family Structure, Job Skills, Labor Force, \*Males, Policy Formation, Poverty, Public Policy, \*Racial Factors, Salary Wage Differentials, \*Socioeconomic Influences, Underemployment, \*Unemployment

Identifiers—African Americans

This document examines the causes and consequences of Black male joblessness. First, key insights and recommendations of a 1993 policy roundtable on labor force participation and family formation are summarized. Discussed next are the following issues related to the economic and social alienation of Black men: joblessness and absence from the labor force; structural economic changes and causes of nonwork (deindustrialization, increases in immigration, suburbanization); and education, skills, and unemployment. The following challenges to Black men in the labor force are described: criminal records, attraction of the underground economy, health and disability, and racial and cultural barriers. Finally, the following consequences of joblessness are considered: income differentials, decline in two-parent families, and increase in family poverty. Eleven tables/figures and an 88-item annotated bibliography are included. Appended are abstracts of the following papers commissioned for the policy roundtable: "Unwed Fathers and Paternity Establishment" (Barbara C. Cleveland); "Absence of Father. Effects on Children's Development and Family Functioning" (Vivian Gadsden); "Labor Force and Income Status of African American Males: Policy Implications" (Robert Hill); "African American Males in the Criminal Justice System" (Jerome Miller); "Child Support Enforcement and Deteriorating Employment Prospects of Young Black Males" (Ronald B. Mincy); and "Unemployment. Mental Health and Substance Abuse: Joblessness and African American Men" (John Wilson, Jr.). (MN)

ED 380 549

CE 068 338

Radhakrishna, Rama B. And Others

**Determinants of Faculty Productivity: Perspectives of Agricultural and Extension Education Faculty.**

Pub Date—Dec 94

Note—9p. Paper presented at the National Agricultural Education Research Meeting (Dallas, TX, December 1994).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Agricultural Education, \*College Faculty, Comparative Analysis, Educational Research, \*Extension Education, Higher Education, National Surveys, \*Productivity, Secondary Education, Teacher Attitudes, \*Teacher Characteristics, Teacher Effectiveness, Teacher Responsibility, Teacher Role, Vocational Education, \*Vocational Education Teachers

A random sample of 157 of the 265 agricultural/extension faculty listed in the 1993 "Directory of Teacher Educators in Agriculture" were mailed surveys regarding their perceptions of faculty productivity. Usable responses were received from 102 (65%) faculty. The respondents' ranged in age from 28-64 years (average age, 46). Ninety-two percent held doctoral degrees, 90% were professors (full, associate, or assistant), and nearly 71% were tenured. On average, they devoted 18% of their time to research. Seventy-one percent had graduate research involvement, 65% had directed/co-directed research, and 16% had no involvement in research. On a 5-point scale, respondents ranked the importance of faculty productivity components as follows: teaching (3.76), advising (3.66), publishing (3.59), research (3.50), extension (3.49), service (3.33), and professionalism (3.27). According to a t-test and analyses of variance, responses were significantly correlated with the following respondent characteristics: nature of position (tenured versus nontenured), years of experience at present institution, involvement in graduate student research, and experience as a research project director/codirector. It was recommended that faculty be provided with opportunities for advising undergraduate students and serving on graduate committees and be given training to help them develop expertise in writing. (Contains 10 references.) (MN)

ED 380 550

CE 068 339

Radhakrishna, Rama B.

**A Study of Core Journals Used by Agricultural and Extension Educators.**

Pub Date—Dec 94

Note—9p.; Paper presented at the National Agricultural Education Research Meeting (Dallas, TX, December 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Agricultural Education, Content Analysis, \*Extension Education, Higher Education, \*Information Sources, \*Information Utilization, \*Scholarly Journals, Secondary Education, Vocational Education, \*Vocational Education Teachers

A research study had three objectives: to identify the core journals in the agricultural and extension education discipline, determine the importance of journals as a medium of scholarly communication in agricultural and extension education, and determine the subject matter areas published in the field's "core" journal, the "Journal of Agricultural Education" (JAE). A systematic sampling of 162 articles appearing in 19 issues of JAE during the even years of the decade of the 1980s was examined to accomplish the study objectives. Eleven journals accounting for 51% of the total citations in JAE were identified as core journals of the agricultural/extension education field. Because journals were cited in JAE more frequently than books, bulletins/reports, dissertations/theses, magazines, or papers/proceedings, they were considered to be the field's most important medium of scholarly communication. The following were the most frequently covered topics: secondary agricultural education (13.5%), youth/youth development (9.7%), experiential learning (9.7%), teaching methods (9.2%), issues related to agricultural instructors (9.2%), adult and postsecondary education (8%), learning theory (6%), and program development/curriculum (5%). It was recommended that agricultural/extension educators broaden their scope to include other subject matter areas such as extension, international agriculture, special needs, elementary agricultural education, and critical thinking. (Contains 19 references.) (MN)

ED 380 551 CE 068 369

Ruhland, Sheila And Others

Status of Tech Prep in Missouri 1993-94. Final Report.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—Jul 94

Note—52p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Articulation (Education), Consortia, Coordination, Curriculum Development, Educational Cooperation, Educational Needs, Educational Objectives, High Schools, Inservice Teacher Education, Marketing, \*Program Development, \*Program Effectiveness, Program Evaluation, Program Implementation, Program Improvement, Staff Development, \*State Programs, \*Statewide Planning, Tables (Data), \*Tech Prep, Two Year Colleges, \*Vocational Education

Identifiers—\*Missouri

A study examined the status of tech prep in Missouri as of 1993-1994. Data were gathered from a review of the request for proposals of Missouri's 12 consortia, assessment of Missouri's current status of tech prep, and structured interviews with the 12 tech prep coordinators. It was determined that up to 86 secondary schools were initially involved in local tech prep consortia. Typical tech prep consortia involved seven secondary and one postsecondary school. Seven consortia had addressed business and industry participation; however, no consortium included a four-year college or university. Most consortia were in the initial stages of establishing articulation agreements, conducting student recruitment/outreach, conducting tech prep staff development, and designing tech prep programs around career clusters. Business/industry involvement in tech prep was largely limited to an advisory role. Other identified barriers to tech prep were as follows: late receipt of funding; resistance to systematic reform; turfism among academic, vocational, secondary, and postsecondary faculty/administration; and persistent negative student/public attitude toward "vocational" programs. Program effects were difficult to measure because many consortia were still in the process of developing programs and determining whom to consider tech prep students. (Contains 17 references and 3 tables. Eighteen additional tables are appended.) (MN)

ED 380 552 CE 068 374

Elias, John L. Merriam, Sharon B.

Philosophical Foundations of Adult Education. Second Edition.

Report No.—ISBN-0-89464-918-3

Pub Date—95

Note—253p.

Available from—Krieger Publishing Co., P.O. Box 9542, Melbourne, FL 32902.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—\*Adult Education, Behaviorism, \*Educational Change, Educational History, \*Educational Philosophy, \*Educational Principles, \*Educational Trends, Humanistic Education, Humanization, Liberalism, Literature Reviews, Political Socialization, \*Role of Education, Trend Analysis

Identifiers—Analytic Philosophy, Freire (Paulo), Radicalism, Skinner (B F), Watson (John B)

This book examines the philosophical foundations of adult education (AE). The following topics are discussed: philosophy of AE (philosophy and action in theory and practice and philosophy for adult educators); liberal AE (historical development, liberal education and the educated person, broad scope, process, liberal education of adults, Great Books program, evaluation of adult liberal education); progressive AE (historical perspective, progressive education and the AE movement, basic principles, contemporary programs inspired by progressive AE, assessment of progressive AE); behaviorist AE (antecedents of 20th-century behaviorism, behaviorism's founder John B. Watson, B. F. Skinner and modern behaviorism, behavioral objectives, competency-based education and AE, program planning in AE, instructional methods); humanistic AE (humanism in historical context, basic assumptions of humanistic philosophy, general and adult humanistic education, assessment); radical AE (historical roots; Paulo Freire's life, works, and philosophical and educational principles; theory and practice in radical AE, the deschooling movement and AE); analytical philosophy of AE (historical background, philosophy as conceptual or linguistic analysis, conceptual analysis in AE, assessment); and philosophy of AE in the past and future. The final chapter is a bibliographic essay on the philosophy of AE from 1980 through 1994, which includes 92 references. Most of the other chapters include substantial bibliographies. (MN)

ED 380 553 CE 068 375

Combs, Patrick

Major in Success: Make College Easier, Beat the System, & Get a Very Cool Job.

Report No.—ISBN-0-89815-609-2

Pub Date—94

Note—144p.

Available from—Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707 (\$9.95).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Career Development, \*Career Education, \*Career Planning, Check Lists, College Students, \*Educational Resources, \*Education Work Relationship, Extracurricular Activities, Fear, Guidelines, Higher Education, \*Information Sources, Information Utilization, Internship Programs, Mentors, Occupational Information, Resumes (Personal), Study Abroad, \*Success

Identifiers—Informational Interviews

This book, which was written for college students, outlines an approach to getting through college that centers on using the resources offered in an academic environment and applying them to workplace situations. Discussed in part 1 are ways of determining one's areas of interest, identifying college majors and careers consistent with those interests, selecting a career goal based on interests, and overcoming fears. Part 2 focuses on career planning strategies that make it possible to prepare for a future career while enjoying college and life. Among the career planning strategies and tools discussed in part 2 are the following: studying abroad, becoming an intern, finding mentors, participating in extracurricular activities, setting up informational interviews, finding college classes with big payoffs in the workplace, volunteering, becoming computer literate, and developing job interview skills. Examined in part 3 are the following fundamentals for success: focusing on issues of personal importance, making bold decisions, committing to making personal dreams come true, summoning the courage to break through failures, forming the habit of saving money on a regular

basis, and being good to others. Appended is a list of tips for navigating the college system successfully and beating its imperfections. (MN)

ED 380 554 CE 068 376

Johnston, Wendy

Labour-Initiated Literacy Programs in Canada — Programmes d'alphabetisation concus par les syndicats au Canada.

National Literacy Secretariat, Ottawa (Ontario).

Pub Date—Mar 94

Note—52p.

Language—English; French

Pub Type—Reports - Research (143) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Basic Skills, Educational Needs, Educational Objectives, Educational Policy, Educational Practices, \*Educational Trends, \*Employer Employee Relationship, Foreign Countries, \*Labor Education, \*Literacy Education, \*Unions

Identifiers—\*Canada, \*Workplace Literacy

In the winter of 1994, selected planners and coordinators of Canadian labor-based literacy programs were interviewed regarding the evolution of and concerns surrounding labor-based literacy and/or basic skills programs for union members. It was discovered that the impetus for labor-based literacy programs has generally come from the local and provincial levels of Canadian unions. Most basic skills programs are delivered to a group of workers at one workplace. Often, employers contribute by paying for worker-participants' lost time or by contributing facilities. Only a few labor-based programs make extensive use of educational technologies, including computers. Teaching models in many labor-based literacy programs are based on a worker-centered approach allowing participants to determine program content based on their individual and collective needs. Although start-up coordination and training costs have often been covered through grants from Canada's National Literacy Secretariat, labor-based programs are struggling to find other sources of funding. Several individuals interviewed called for serious research and evaluation of the outcomes of labor-based literacy programs, development of avenues for exchanging information with other programs, and expanding links between literacy and job training. (MN)

ED 380 555 CE 068 378

Bergman, Terri Kaufmann, Barbara

Meeting the Needs of Small and Mid-Sized Businesses. A Guide for Service Providers. Business Assistance Note #1.

National Alliance of Business, Inc., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—95

Note—5p.; Produced by the National Workforce Assistance Collaborative.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Change Agents, \*Change Strategies, Consultation Programs, Guidelines, \*Organizational Change, \*School Business Relationship, \*Small Businesses, \*Technical Assistance

Many small and mid-sized businesses seeking to change by purchasing new technology, restructuring their work processes, and/or upgrading their employees' skills require outside assistance from educational institutions (including community colleges, universities, and state literacy and training programs), nonprofit organizations, and private consulting firms. According to the employers, employees, and service providers who participated in a series of 18 focus groups across the country, businesses want the following from service providers: customer focus, customized program content and delivery, expertise, affordability, commitment, personal connection with the service provider, guaranteed outcomes, and comprehensiveness. When determining whether a service provider will meet their needs, businesses use informal networks, check references, look for credentials, and examine sample work. Service providers seeking to meet business needs must do the following: maintain contact with their customers (stay in touch with customer needs, be an information source to business, market themselves); build close provider-client relationships (clarify clients' expectations, "work the relationship," provide value at reasonable cost, reduce the paper burden, and develop the abil-

## 6 Document Resumes

ity to meet multiple needs; and focus their services on bottom-line results (market results, align services with clients' strategic goals, focus on expected results, and base fees on performance). (MN)

**ED 380 556** CE 068 379  
Mitchell, Steve Kaufman, Barbara  
Employees as Partners in Change. Workforce Brief  
#3.

National Alliance of Business, Inc., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—95

Note—5p.; Produced by the National Workforce Assistance Collaborative. For briefs #s 1 and 2, see ED 378 406-407.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Education, \*Business, \*Change Agents, \*Change Strategies, Cooperation, \*Employer Employee Relationship, Employment Practices, Guidelines, \*Organizational Change, Teamwork, Unions, \*Work Environment

According to the employees, employers, and service providers who participated in a series of 18 focus groups across the country, companies striving to reinvent themselves to compete successfully are beginning to recognize the benefits of making employees partners in the change process. Companies have only three levers for making changes in companies: design, technology, and people. Successful change requires that organizations have employees capable of functioning in the new environments resulting from design and/or technology innovations. Engaging employees as partners in change creates a new covenant between employers and employees that includes the following elements: employability, training, information, capacity to act, and rewards. Companies that want change to be a positive force must understand how to engage employees as partners in change. Employees and managers from small and midsize businesses involved in both successful and unsuccessful change have offered the following guidelines for managers wishing to engage employees as partners in change: communicate throughout the change effort, create a culture that supports change, value workers, treat workers equitably, design training to improve performance on the job, and be committed to change. (MN)

**ED 380 557** CE 068 380  
Washington, Charles W., Ed  
Focus Group Report.

Academy for Educational Development, Washington, DC. National Adult Literacy and Learning Disabilities Center.

Spons Agency—National Inst. for Literacy, Washington, DC.

Pub Date—94

Note—7p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Literacy, Diagnostic Teaching, Disability Identification, \*Educational Diagnosis, Information Dissemination, Intervention, \*Learning Disabilities, \*Literacy Education, \*Screening Tests, Staff Development, \*Teaching Methods

Identifiers—Focus Groups Approach, National Adult Literacy and Learning Disabilities Ctr

The National Adult Literacy and Learning Disabilities (NALLD) Center identified as a major goal the design of a tool kit for literacy practitioners. In addition to training materials, the tool kit would provide specific information on instruments and intervention techniques to help identify and teach adults with specific learning disabilities. The NALLD Center conducted focus group meetings to identify the standards that professionals in the fields of learning disabilities, literacy, and adult education consider important in screening and intervention techniques used with adults who may have learning disabilities. The focus group meetings were held in Washington, D.C.; Atlanta, Georgia; Kansas City, Missouri; and San Francisco, California. Focus group participants expressed a strong desire to think of screening as a source of prescription for intervention. Many individuals perceived screening as a means to profile strengths and weaknesses, as opposed to an indicator of potential learning disabilities. Comments that related to screening and teaching practices suggested a strong need to have a resource for intervention techniques. Screening standards and intervention standards related to specific instructional materials and methods were identified.

tified. Participants stressed that training and dissemination were aspects of the complete program that should be ongoing, open ended, and reflective of proven best practices. (YLB)

**ED 380 558** CE 068 393  
Balancing Work & Family.  
Hutchinson Community Junior Coll., Kans.

Spons Agency—Kansas State Dept. of Education, Topeka.

Pub Date—Sep 94

Note—881p.; Data on cover is: August 1994.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF06/PC36 Plus Postage.**

Descriptors—Caregiver Role, \*Child Rearing, Conflict Resolution, Family (Sociological Unit), Family Life, Family Role, Family Structure, \*Family Work Relationship, Home Economics, \*Home Management, Instructional Materials, Job Satisfaction, \*Money Management, Parenthood Education, Parenting Skills, Parent Role, Problem Solving, Role Conflict, Secondary Education, Sex Role, State Curriculum Guides, \*Stress Management, \*Time Management, Units of Study, Work Environment, Work Ethic

This curriculum is based on what students need to know, to be able to do, and to be like in order to be competent in the work of the family. Each of the 12 units follows a uniform format that includes the following: perennial problem (one faced over and over by successive generations of families); practical problem (the organizing scheme for how content is to be selected); learner outcomes (types of learning students could be expected to accomplish; include content and process); supporting concepts (indicate the possible direction for students and teacher to take; major topics or concerns that could be included in the unit); resources used to develop the unit or additional or background information; background information; Kansas Quality Performance Accreditation Student Outcomes; teaching-learning interaction (strategies to use to help students through the practical problem-solving process and apply the process skills); debriefing (questions for students to assist them in summarizing content and process skills); and assessment. Transparency masters and handouts are provided. The 12 units cover the following topics: life management skills for work and family; multiple roles of individuals; work and family issues in the family; work and family issues in the workplace; family and work conflicts; solving family and workplace problems; communication in the home and workplace; household management; child care responsibilities; time management; financial management; and stress management. (YLB)

**ED 380 559** CE 068 394  
European School-to-Work Systems: A View from the American States. Issue Brief.

National Governors' Association, Washington, D.C.

Pub Date—Jan 95

Note—9p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Apprenticeships, Comparative Education, Continuing Education, Developed Nations, \*Economic Development, Educational Development, Educational Planning, Educational Policy, \*Education Work Relationship, Foreign Countries, \*Job Training, \*Labor Force Development, Lifelong Learning, Postsecondary Education, Public Policy, \*Role of Education, Secondary Education, Vocational Education

Identifiers—\*Denmark, \*Germany

Representatives of the School-to-Work Roundtable studied education systems and work force training programs in Denmark and Germany. The group visited vocational schools, technical colleges, and firms sponsoring apprentices in Copenhagen and Munich and spoke with students, teachers, and mentors in apprenticeships in metalworking, textiles, electronics, and the culinary arts. They learned how youth training systems in these countries work and how these systems fit into national strategies for economic and work force development. Although the group did not advise recreating either country's system in the United States, the members believed that many aspects of these programs could inform planning and practice. These included the following: (1) developing a commitment to preparing youth for further schooling, work, and adult life; (2) creating clear pathways for students that are easily understood by all involved; (3) reforming education to

make learning relevant to lifelong needs; (4) building strong partnerships among the business, industry, and education communities as the basis for system development; (5) raising standards for all students in both academic and technical programs; (6) organizing school-to-work programs around industry clusters; (7) developing a curriculum that fully integrates academic and work-based learning across a wide range of disciplines; and (8) creating flexible systems that can respond to current and future economic challenges. (YLB)

**ED 380 560** CE 068 395  
Snoddy, James E.

Macomb Reading Partners Research Report.

Macomb County Library, Mt. Clemens, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1 Jul 90

Contract—R167A90515

Note—105p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Literacy, Adult Programs, Illiteracy, \*Literacy Education, Program Effectiveness, Program Evaluation, Reading Improvement, Reading Instruction, \*Tutoring, Tutors, \*Volunteer Training

Identifiers—\*Automobile Workers

A study evaluated Macomb Reading Partners (MRP), the tutoring program of the Macomb Literacy Project. It researched the effectiveness of literacy training and its impact on the lives of a target group of 30 automotive workers. Data sources were a structured interview, the Word Opposites Test of the Botel Reading Inventory (1962), and participant files. Findings indicated the mean gain in reading grade-level equivalency per month for the sample was .204. Participants in the 40-58 age range showed significantly higher average monthly gains in grade-level equivalency than those below age 40. The last school grade completed did not appear to be predictive of either reading grade-level equivalency at the point of entry into the tutoring program or the average monthly gain that could be expected. The average monthly gain in reading grade-level equivalency for the sample was significantly higher for those tutored for 10 months or less than for those tutored for 13 months or more. When participants described the reading strategies they tried to use, their comments were very supportive of tutors' methods. The participants reported frequent and diverse application of newly acquired literacy skills to their life roles. Participation in the tutoring program was highly related to positive feelings. (Appendixes include the following: interview protocol, and the paper, "Life Transitions and Trigger Events Leading to Participation in a Volunteer Literacy Program" by James E. Snoddy. Contains 11 references. (YLB)

**ED 380 561** CE 068 396  
Continuation Education in California Public Schools.

California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.

Report No.—ISBN-0-8011-1179-X

Pub Date—95

Note—34p.

Available from—Bureau of Publications, Sales Unit, California Dept. of Education, P.O. Box 271, Sacramento, CA 95812-0271 (\$7.25).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Continuation Students, Dropout Prevention, Educational Environment, Educational Quality, \*Educational Strategies, \*High Risk Students, High Schools, \*Nontraditional Education, Program Guides, \*Program Implementation, Program Improvement, Public Schools, School Administration, School Counseling, School Guidance, State Programs, Statewide Planning, Teaching Methods, Vocational Education, Work Study Programs

Identifiers—\*California

This revised guide is designed to help school administrators, teachers, and counselors operate and improve their continuation programs and develop a school program based on the Model Curriculum Standards, Grades 9 through 12 and Raising Expectations: Model Graduation Requirements. It references up-to-date legal and technical information and documents pertinent to continuation education for administrators and continuation program staff.

(Continuation education is for students aged 16-18 who have not completed high school, are not exempt from compulsory attendance, and are at risk of not completing school.) Introductory sections present the purpose of continuation education and information on establishing and implementing a continuation education high school. The main body is divided into five sections that parallel the format used in Quality Indicators for Alternative Education Programs in California Public Schools. The most frequently asked questions regarding the implementation of continuation education programs appear in the question-and-answer pages following each major section. Section 1 discusses the school management component. Section 2 on curriculum addresses course of study, occupational orientation, and supplemental or alternative programs. Section 3 focuses on instructional strategies: teaching, assessment, and credits. Section 4 discusses school climate: parent involvement, cocurricular activities, and safety. Section 5 describes guidance and counseling. Appendices include a list of the model continuation high schools with addresses and telephone numbers and criteria for the establishment of a new continuation high school. (YLB)

**ED 380 562** CE 068 397  
Arizona Adult Education Annual Performance Report, Fiscal Year 1993.

Arizona State Dept. of Education, Phoenix, Div. of Adult Education.

Pub Date—30 Sep 93

Note—155p.

Pub Type—Reports—Descriptive (141)—Numerical/Quantitative Data (110)

**EDRS Price—MF01/PC07 Plus Postage.**

Descriptors—Accountability, Adult Basic Education, \*Adult Education, Cooperative Programs, Coordination, \*Educational Finance, Educational Planning, Educational Quality, High School Equivalency Programs, Program Effectiveness, Program Evaluation, \*State Programs, Statewide Planning

Identifiers—\*Arizona, General Educational Development Tests

This annual performance report on Arizona adult education begins with 3 pages of financial reports and statistical information presented in 9 tables and 19 charts. Tables and charts depict the following: participants by class type, age group, ethnic background, student progress, reason for separation before completion, and status; sites with numbers of participants and daytime and evening classes; and personnel providing service. The narrative section summarizes these results: 60,000 plus adults were served; services were student centered with flexible class time, time for individual attention, culturally sensitive instructors and support personnel, and easy access to resources; for special populations, services attempted to provide a well-coordinated system to track students' progress and to assist individuals as they move from one set of services to another; expansion of services to welfare and public housed adults was significant; sizable increases in student enrollments continued; work site programs were offered to improve functional literacy and computing skill of employees; and the effort to serve non-English-speaking state residents continued to grow. Exhibits, amounting to over one-half of the report, include the following: program directors' list; materials on homeless persons, including conference on education for homeless program, homeless adult education project organizational chart, and homeless providers list; program quality indicators; technical review form; and agendas for meetings/institutes; and news releases. (YLB)

**ED 380 563** CE 068 418  
Mundt, John P., Comp.

Adding Value through Research in Agricultural Education. Proceedings of the Annual National Agricultural Education Research Meeting (19th, St. Louis, Missouri, December 4, 1992).

American Vocational Association, Alexandria, VA. Agricultural Education Div.

Pub Date—4 Dec 92

Note—483p.

Pub Type—Collected Works—Proceedings (021)

**EDRS Price—MF02/PC20 Plus Postage.**

Descriptors—Academic Achievement, Administrator Attitudes, Advisory Committees, \*Agricultural Education, Agricultural Engineering, Cognitive Style, Comparative Analysis, Computer Assisted Instruction, Computer Uses in Education, Conservation Education, Counselor Attitudes, Drug Use, Educational Policy, Educa-

tional Quality, \*Educational Research, Enrollment, Intermediate Grades, Leadership Qualities, Middle Schools, National Surveys, Nontraditional Education, Postsecondary Education, Problem Solving, Safety, Secondary Education, Student Organizations, Student Participation, Student Teachers, Supervised Occupational Experience (Agriculture), Teacher Attitudes, Vocational Education Teachers

Identifiers—4 H Clubs, Agricultural Sciences, Future Farmers of America, Idaho, Illinois, Mississippi, Nebraska, North Carolina, Ohio, Oklahoma, Texas

Among 53 conference papers, are the following: "Perceptions of Administrators, Guidance Counselors, and Science Teachers Concerning Pilot Agriculture Courses" (Johnson, Newman);

"Relationship of Supervised Agricultural Experience Program Participation and Student Achievement in Agricultural Education (AE)" (Cheek et al.); "Student Achievement, Attitudes, and Thinking Skill Attainment in an Integrated Science/Agriculture Course" (Enderlin, Osborne);

"The Relationship of School Location and Student Achievement in Ohio Public Schools" (Peasley, McCracken); "Affect of Learning Style on Academic Achievement and Perceptions of Two Methods of Instruction" (Marrison, Frick);

"Achievement of Students Entering the College of Agriculture at the University of Idaho-1985 to 1989" (Rush, Riesenberger); "Experiences Related to the Leadership Skills of College of Agriculture Students" (McKinley, Birkenholz, Stewart);

"Analysis of 4-H Participation and Leadership Life Skill Development in Texas 4-H Club Members" (Boyd, Herring, Briens); "Drug Use by AE Students" (Raven); "Comparison of Deterrents to Nontraditional Male and Female Enrollment in Secondary AE Programs in Nebraska" (Bell, Fritz);

"Teacher Perceptions of Agriscience and Natural Resources Curriculum" (Connors, Elliot); "Community Educational Advisory Councils and Agricultural Education Program Status in Illinois" (Legacy, Apantaku);

"Analysis of Agricultural Mechanics Safety Practices in Texas Agricultural Science Programs" (Lawver); "How Safe Are Vocational Education Laboratories?" (Glien, Miller); "Entry Year AE Teachers' and Entry Year Assistance Committee Members' Perceptions of the Oklahoma Entry Year Assistance Program" (Barrera, Finley);

"Extent of Use of the Problem-Solving Approach by First-Year Teachers of Agriculture" (McKee, Warmbrod); "Three-Year National Study of Teacher Educator, Supervising Teacher, and Student Teacher Perceptions Concerning the Selection of Student Teaching Centers and Supervising (Cooperating) Teachers in Agriculture" (Larke, Norris, Briens);

"Nationwide Examination of Middle School Enrollment in AE and Membership in the National Future Farmers of American Organization" (Rossetti, McCaslin); "Agricultural Instruction in the Middle School" (Brown, Stewart);

"Core Curriculum for a National Middle School AE Program" (Frick); "Benefits and Problems of Part-time Agricultural Employment of Secondary Agriculture Teachers on Their Programs as Perceived by Head Teacher Educators and Head State Supervisors" (Harper et al.);

"Comparison of Computer Multimedia Instruction Versus Traditional Instruction in Postsecondary AE" (Marrison, Frick); and "Analysis of Agriscience Teacher Inservice Needs" (Neason). (MN)

**ED 380 564** CE 068 420  
Social Summit 1995: Putting Literacy on the Agenda.

Asian - South Pacific Bureau of Adult Education. Report No.—ISSN-0814-3811

Pub Date—Jun 94

Note—58p.

Journal Cit—ASPBAE Courier; n58 Jun 1994

Pub Type—Collected Works—Serials (022)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—Adult Basic Education, \*Developing Nations, \*Development, Elementary Secondary Education, Foreign Countries, \*Illiteracy, \*Literacy Education, \*Nonformal Education, Program Development, Program Effectiveness, Program Implementation, \*Social Change

Identifiers—\*Asia Pacific Region

This theme issue contains 10 articles related to core issues of the World Summit for Social Development in Copenhagen in March 1995. "Social Summit, People, and Education" (Om Shrivastava) addresses the summit's focuses: elimination of poverty, reduction of unemployment, and social inte-

gration. "Education for All by the Year 2000" (T. M. Sakya) considers problems of and prospects for basic education. "Challenge of Literacy in Bangladesh" (A. K. M. Anisur Rahman) considers the success of literacy efforts and literacy as a prerequisite for development. "Total Literacy Campaign in Lalmonirhat, Bangladesh" (Kazi Farid Ahamed) describes objectives, motivation, financing, implementation, evaluation, and future plans. "National Policy on Basic Education and Literacy in Bhutan" (Phintaho Chhoden et al.) discusses the organization responsible for literacy programs, strategies and materials, and program strengths and weaknesses. "Strategies on Education for All" (Lalita Ramdas) offers reflections on creating an environment for learning. A special focus is North India. "Literacy Campaign Approach in India" (R. S. Mathur) reports progress of the National Literacy Mission. "Literacy: A Story of Success" (Felix N. Sugirtharaj) focuses on the influence of Freire and relevance of conscientization in a literacy campaign. "Towards Education for All in Nepal by the Year 2000" (Shivraj Lohani) focuses on nonformal education. "Literacy Situation in Pakistan" (Abdul Ghafoor) describes the goals and organizational structure of literacy education, national literacy program, projects, and strategies and materials. (YLB)

**ED 380 565** CE 068 421

Lee, Lung-Sheng

Technology Education in Mainland China: From a Taiwanese Perspective.

Pub Date—Mar 95

Note—18p; Paper presented at the Annual Meeting of the International Technology Education Association (57th, Nashville, TN, March 26-28, 1995).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Developing Nations, Educational Policy, Foreign Countries, High Schools, Intermediate Grades, Junior High Schools, \*Labor Force Development, \*Political Socialization, \*Socialism, \*Technology Education, \*Vocational Education

Identifiers—\*China

Mainland China's current education reform has three aims: to enhance and universalize compulsory education, to increase the number of schools and qualified teachers, and to develop vocational and technical education. The secondary education sector is composed of a 3-year junior high and 3-year senior high school, divided into general (academic) schools and vocational and technical schools. China's students are expected to develop in an all-round way—morally, intellectually, and physically—and to become cultured persons with socialist consciousness. Labor techniques, a required technology education-oriented subject, is offered in general secondary schools. It has the following goals: to enable students to master the fundamental knowledge and techniques of simple labor, to develop a certain ability with their hands, to help them use their hands and brains together, and to train them to appreciate the role of labor in public welfare. The content covers fundamental knowledge and skills related to five areas: (1) production principles of industry and agriculture; (2) crop planting, cultivation, and management; (3) raising of domestic animals and pets; (4) industrial arts; and (5) home economics. The main merits of technology education in China are polytechnic and praxiological. Production skills are emphasized far more than technological literacy in technology education. China should pursue universal and more even implementation of technology education. (YLB)

**ED 380 566** CE 068 422

Rachal, John R.

Andragogical and Pedagogical Methods Compared: A Review of the Experimental Literature.

Pub Date—94

Note—30p.

Pub Type—Information Analyses (070)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, \*Adult Education, Adult Learning, Adult Students, \*Andragogy, Comparative Analysis, Educational Research, Educational Theories, Instruction, Learning Strategies, Literature Reviews, \*Satisfaction, \*Teaching Methods

Although andragogy became an article of faith among many adult educators in the 25 years since Knowles first popularized the concept, relatively

few studies have attempted to compare andragogy and pedagogy experimentally. Eighteen studies that attempted to do so included 15 dissertations and 3 journal articles. The studies were organized by setting: studies in college settings, studies in health settings, and studies in technical skills, reading skills development, and teacher inservice settings. Of the 16 studies that examined achievement in terms of either cognitive gain or skill performance, 10 found no significant differences between control and experimental groups; 2 found the control or "traditional" group performed better. On the important variable of satisfaction with the learning experience, one study found significant differences favoring the andragogical group; three found no significant differences. Most examined variables showed no statistically significant differences: perceived achievement, perception of pain reduction and of rehabilitation outcome, student evaluation of teachers, and dropout from adult basic education. Two other variables showed statistically significant differences favoring andragogy: application of the learned material and attendance. Despite some issues of design and questions of andragogical "purity," the trend of the available empirical literature runs counter to many of the anecdotal claims for andragogy superiority over pedagogical methods. Contains 22 references. (YLB)

**ED 380 567** **CE 068 426**  
**Resources for Ensuring Quality School-to-Work Opportunities for Young Women. Draft.**

Wider Opportunities for Women, Inc., Washington, D.C.

Pub Date—94

Note—11p; For related documents, see ED 369 907 and CE 068 427.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Persistence, Annotated Bibliographies, \*Career Choice, Career Counseling, Career Education, Career Guidance, \*Career Planning, Curriculum Guides, Economically Disadvantaged, \*Education Work Relationship, Females, Goal Orientation, High Schools, Intermediate Grades, Junior High Schools, Mentors, Middle Schools, \*Nontraditional Occupations, Parent Student Relationship, Program Development, Program Guides, Program Implementation, School Holding Power, Sex Fairness, Sex Stereotypes, Sexual Harassment, Student Recruitment, Technological Advancement, Videotape Recordings, Vocational Education

This annotated bibliography lists 49 resources for ensuring high quality school-to-work opportunities for young women. These resources are grouped into 10 categories: print material for middle and high school girls; videos for middle and high school girls; administrator/school guides; curriculum guides/resources for teachers; resources for parents; reports and studies; posters and other promotional items; journal articles/editions; selected bibliographies; and sexual harassment materials. Entries are arranged alphabetically by author, or by title if the author is an organization. Each entry for a print resource follows this format: author, title, year of publication, source and address, telephone number, and annotation. Information provided for video resources includes title, date, source and address, telephone number, and annotation. (YLB)

**ED 380 568** **CE 068 427**

Watkins, Kristin Milgram, Donna  
**Ensuring Quality School-to-Work Opportunities for Young Women.**

Wider Opportunities for Women, Inc., Washington, D.C.

Pub Date—12 Dec 94

Note—38p; A presentation based on these materials was made at the American Vocational Association Convention (Dallas, TX, December 14, 1994). For related documents, see ED 369 907 and CE 068 426.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Persistence, \*Career Choice, Career Counseling, Career Education, \*Career Guidance, \*Career Planning, Curriculum Guides, \*Education Work Relationship, Females, Goal Orientation, High Schools, Intermediate Grades, Junior High Schools, Middle Schools, \*Nontraditional Occupations, School Holding Power, Sex Fairness, Sex Stereotypes, \*Student Recruitment, Vocational Education

This document is composed of a number of publi-

cations of Wider Opportunities for Women (WOW) that relate to high quality school-to-work opportunities for young women. Contents include the following: myths and facts about nontraditional work; a list of nontraditional occupations (NTOs) for women; and women and nontraditional work fact-sheet with statistics, public policy (federal legislation and employment discrimination law), barriers inhibiting entry of women into nontraditional training and employment, and strategies to overcome barriers. Two articles, "Job Strategies: Why Not a Woman? Why Not You?" and "Nontraditional Jobs for Women", are included. Other contents are as follows: key elements for successfully training young women for NTOs, elements for successfully recruiting young women for nontraditional training programs, Milwaukee NET (Nontraditional Employment Training) recruitment brochure and flyer, information on working with role models in NTOs, suggestions for preparing NTO role model panels, and suggestions for NTO role model panels. Two articles focus on how assessment tools affect the career guidance of women and girls and presenting nontraditional career options to young women during the assessment process. A list of national and state nontraditional employment, training, and education resources is followed by one listing national tradeswomen resources. The document ends with information on the NET Project and on Wider Opportunities for Women. (YLB)

**ED 380 569** **CE 068 428**

Vail, Ann Pedras Melvin J.

**Predictors of Teacher Leadership for Trade and Industry Teachers.**

Pub Date—Dec 94

Note—27p; Paper presented at the American Vocational Association Convention (Dallas, TX, December 9-13, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Educational Research, \*Leadership, Leadership Qualities, Secondary Education, State Surveys, \*Teacher Characteristics, \*Teacher Role, Trade and Industrial Education, \*Trade and Industrial Teachers

Identifiers—\*Ohio

To provide information about teacher leadership in the trade and industry field, a study focused on the extent to which trade and industry educators performed teacher leadership behaviors and identified predictors of teacher leadership behaviors. A model of factors having potential influence on the leadership behaviors of teachers was developed using the predictors of teacher leadership identified in a literature review. To test the model, an ex post facto/correlational study was designed. Of 500 Ohio vocational teachers who were sent the leadership survey materials, 373 responded, with 84 respondents being trade and industry teachers. Data were collected through a mailed questionnaire and analyzed using descriptive statistics, correlations, and multiple regression. Findings indicated teacher agreement that teacher leadership performance was important but confirmed that as individuals they seldom performed teacher leadership. Teacher leadership importance was the best predictor of teacher leadership performance followed by marital status. These variables accounted for over 40 percent of the variance in the dependent variable, teacher leadership performance. Recommendations for further research included identification of what contributes to or inhibits the performance of leadership behaviors, further clarification of the concept of teacher leadership, and use of different research methodologies. (Appendixes contain 24 references, 3 tables, and 1 figure.) (YLB)

**ED 380 570** **CE 068 430**

Sticht, Thomas G.

**The Military Experience and Workplace Literacy:**

**A Review and Synthesis for Policy and Practice.**

National Center on Adult Literacy, Philadelphia, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—NCAL-TR94-01

Pub Date—Mar 95

Contract—R117Q0003

Note—120p.

Available from—National Center on Adult Literacy, Publications, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. TR94-01: \$10).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Adult Basic Education, Adult Literacy, Adult Reading Programs, Cognitive Development, Cognitive Measurement, Educational Needs, Educational Practices, \*Literacy Education, \*Military Personnel, \*Military Training, Models, Needs Assessment, Program Effectiveness, Reading Ability, \*Reading Research, \*Reading Skills, Research and Development, Research Projects, \*Skill Development, State of the Art Reviews, Tables (Data)

Identifiers—\*Workplace Literacy

The most extensive research and development (R&D) into the adult cognitive skills essential for workplace literacy has been conducted by the U.S. military. Military R&D related to workplace literacy has been concentrated in the following areas: formulation of developmental model for literacy in four stages (basic adaptive processes, conscious control and memory, language development, and processing representations); assessment of literacy and other cognitive skills; identification of the literacy demands of jobs based on approaches that included predictive validity and task analysis methods; and development of programs which included the literacy program of World War II, Functional Literacy program (FLIT), Job-Oriented Basic Skills program (JOBS), Job Skills Education Program (JSEP), and Experimental Functional Skills Program (XFSF). Among the major findings of literacy-related R&D conducted by the military are the following: literacy is highly related to measures of intelligence and aptitude; literacy and job performance are continuously related; there is no technical solution to the problem of setting standards for literacy; there is no best method of identifying jobs' literacy demands; and workplace literacy programs can produce significant improvements in job-related reading for only brief periods of time and must be supplemented by continued opportunities for education and learning. (Twenty-six tables/figures are included. Contains 73 references.) (MN)

**ED 380 571** **CE 068 432**

Lassonen, Johanna Franz, Nevin R., Jr.

**A Comparison of Workforce Preparation Policies in the United States and Finland.**

Pub Date—Dec 94

Note—22p; Based on a paper presented at the International Vocational Education and Training Association Conference (Dallas, TX, December 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Comparative Analysis, Consortia, Educational Legislation, Educational Objectives, \*Educational Policy, Educational Practices, \*Education Work Relationship, Federal Legislation, Foreign Countries, Government School Relationship, High Schools, \*Job Training, Labor Force Development, Postsecondary Education, \*Public Policy, Tech Prep, Two Year Colleges, \*Vocational Education

Identifiers—\*Finland, \*United States

The national policies on preparing youth for the work force in the United States and Finland were compared through a retrospective review of past policy decisions. Qualitative data were gathered by analyzing key policy documents and by conducting focus group interviews with reform stakeholders within three Finnish experimental school divisions and three tech prep consortia representing rural, urban, and suburban areas of one state in the United States. The focus group interview results were analyzed by comparing the responses of each group within each country and national work force preparation goals as identified during the policy document analysis. The two countries were found to have similar national goals but different contextual environments and implementation strategies. Finland emphasized flexibility in high school course selection with upgrade technical preparation in emerging polytechnic institutions. U.S. policy focused on increased course requirements for graduation from high school and stronger linkages between secondary and postsecondary programs for specialized occupational preparation. Both countries were working to improve work force preparation of youth by emphasizing the role of continuing education and internationalization beyond compulsory school. The main difference between the U.S. and Finnish systems was in the emphasis placed on breadth of studies and specialization. (Contains 19 references.) (MN)

**ED 380 572**

**CE 068 433**

RUE AUG 1995

Lasonen, Johanna Finch, Curtis R.

**Creating an International Vocational Education Research Linkage: A Case Study in Communication and Collaboration.**

Pub Date—Dec 94

Note—26p; Based on a paper presented at the International Vocational Education and Training Association Conference (Dallas, TX, December 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Case Studies, Comparative Analysis, \*Cultural Exchange, \*Educational Research, Foreign Countries, Higher Education, \*International Cooperation, International Educational Exchange, \*Linking Agents, Participant Satisfaction, Partnerships in Education, Program Development, Program Effectiveness, \*Vocational Education

Identifiers—\*Finland, \*United States

The international vocational education research collaboration between the University of Jyväskylä (UJ) and Virginia Polytechnic Institute and State University (VPIU), which began in 1993, was studied. Information for the case study was gathered from questionnaire and interview data from linkage participants from VPIU, seven UJ researchers, and four administrators. When asked which cultural collaboration competencies were most important, the Finnish respondents emphasized professional expertise and language skills, whereas the U.S. researchers emphasized people-oriented skills. Several major differences between the Finnish and U.S. researchers' working styles were observed; however, all of the respondents stated that they would recommend similar collaborations to others as ways of making international contacts, providing new theoretical perspectives, developing language perspectives, empowering people, and growing professionally. When asked about the extent to which it has served as a catalyst for international communication and research collaboration, the respondents agreed that the highest levels of impact were in the areas of practice change and end results. Recommendations regarding developing/improving international research linkages included the following: assign one person at each institution to coordinate the linkage; assess the linkage regularly; and identify the financial and human resource costs of establishing linkages in advance. (Contains 19 references.) (MN)

ED 380 573 CE 068 434

**Investing in Human Capital. Vocational-Technical Education in Ohio, Fiscal Year 1994. Twenty-Fifth Annual Report.**

Ohio State Council on Vocational Education, Westerville.

Pub Date—94

Note—38p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Education, Access to Education, Adult Vocational Education, Advisory Committees, Agency Cooperation, \*Agency Role, Career Education, Citizen Participation, Coordination, Correctional Education, Delivery Systems, Educational Cooperation, Educational Objectives, Educational Trends, Enrollment, Government School Relationship, Job Training, Outcomes of Education, Postsecondary Education, Program Evaluation, Resource Allocation, School Business Relationship, Secondary Education, Special Needs Students, State Federal Aid, State Programs, \*Statewide Planning, Tech Prep, Two Year Colleges, \*Vocational Education

Identifiers—Carl D Perkins Voc and Appl Techn Educ Act 1990, Job Training Partnership Act 1982, \*Ohio, \*Ohio Council on Vocational Education

This document presents statistical data about vocational-technical education (VTE) in Ohio in 1993-94 and summarizes the mission and 1993-94 activities of the Ohio Council on Vocational Education (OCOVE). Presented first is a fact sheet on VTE in 1993-94. The next sections explain the structure and purpose of the OCOVE and summarize its involvement in vocationally related conferences, on- and off-site program evaluation/review, statewide planning, and evaluation. OCOVE's recommendations to the Ohio General Assembly, Ohio State Board of Education, and other state agencies responsible for VTE, correctional, and career education and vocational rehabilitation are

presented along with the various organizations' agencies' responses to OCOVE's 1994 recommendations. OCOVE's research and publishing efforts during fiscal 1994 are reported. Presented next are statistical data on the following: employment outcomes of secondary and postsecondary VTE completers; enrollment in secondary, postsecondary, and adult VTE; VTE for special populations; tech prep programming; and investment of resources. Tables detailing the 1994 VTE budget and allocation/use of federal and other resources for VTE are presented along with lists of objectives of the Ohio state plan for VTE and accomplishments by the end of fiscal 1994. Concluding the document are summaries of OCOVE's coordination activities and evaluation responsibilities. (MN)

ED 380 574 CE 068 438

Kinney, James W.

**Nourishing Professional Practice: Continuing Education in Dietetics.**

Pub Date—Nov 94

Note—18p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Delivery Systems, \*Dietetics, \*Educational Needs, Educational Practices, Higher Education, \*Home Economics Education, Literature Reviews, \*Needs Assessment, \*Participation, \*Professional Continuing Education

The literature on continuing education (CE) in dietetics was reviewed. The review focused on the following: motivators and barriers for participation in continuing dietetic education, formats for CE in dietetics, and approaches to assessing learner needs. The role of professional associations, the existence of voluntary credentialing programs, the rapid pace of change in the field, and the need to maintain practitioner competence were identified as the major motivators of continuing dietetic education. Among the barriers to participation identified were cost, time, travel, and work responsibilities. Workshops, seminars, and self-study were determined to be the major formats for continuing dietetic education at the present time. In one study, more than half of all registered dietitians and dietetic technicians surveyed reported using self-study materials for CE. Most CE programs, workshops, and meetings were conducted under the auspices of a sponsoring professional organization. Workshop topics and methods were generally geared toward the practice of the profession. A variety of approaches were used to assess learners' needs, including surveys, and focus groups. It was recommended that the practice audit model of assessing learner needs be used more and that research into the individual learning projects and practices of dietetic practitioners be conducted. (Contains 14 references.) (MN)

ED 380 575 CE 068 439

**Cunanan, Emeralda S. Maddy-Bernstein, Carolyn Career Guidance and Counseling: Recent Legislation.**

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jan 95

Note—7p; Prepared by the Office of Special Populations, University of Illinois at Urbana-Champaign site.

Journal Cit.—Office of Special Populations Brief; v6 n3 Jan 1995

Pub Type—Collected Works - Serials (022) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Career Counseling, Career Education, \*Career Guidance, Counseling Services, Definitions, \*Educational Legislation, Education Work Relationship, \*Federal Legislation, Guidance Programs, Inservice Teacher Education, Leadership Training, Partnerships in Education, Program Implementation, Secondary Education, \*Special Needs Students, Staff Development

Identifiers—\*Carl D Perkins Voc and Appl Techn Educ Act 1990, \*School to Work Opportunities Act 1994

The Perkins Act of 1990 and the School to Work Opportunities Act (STWOA) of 1994 both contain explicit provisions regarding career guidance and counseling provisions for special populations. The Perkins Act sets the direction for state and local agencies as they develop vocational and applied education programs to equip youth and adults with the academic and technical skills needed in the present and future labor markets. The STWOA, which is

broader in scope and more encompassing than the Perkins Act, is designed to establish school-to-work systems that bring together partnerships of educators, employers, and businesses to build high quality school-to-work programs for all students rather than just for those in vocational-technical education programs. The following components constitute the core of the STWOA: school-based learning, work-based learning, and connecting activities. Activities listed under the school-based learning component include career awareness and career exploration and counseling beginning at the earliest possible age but not later than grade 7 and selection of a career major no later than grade 11. (Included is a 3-page table detailing Perkins Act and STWOA definitions and provisions concerning the following: target populations, services and activities, programs, and professional development.) (MN)

ED 380 576 CE 068 441

Johnson, Marlene, Ed. Brearley, Laura, Ed.

**Exploring the Options. Curriculum Documents and Support Materials for the General Curriculum Options Stream of the Certificates of General Education for Adults.**

Adult, Community, and Further Education Board, Melbourne (Australia).

Report No.—ISBN-1-86409-815-4

Pub Date—94

Note—138p; Interspersed with colored paper. Title page title varies.

Available from: Adult Basic Education Resource and Information Service, National Languages and Literacy Institute of Australia, GPO Box 372F, Melbourne, Victoria 3001, Australia (\$26 Australian; quantity discounts available).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Adult Basic Education, \*Basic Skills, Behavioral Objectives, Competence, \*Competency Based Education, Creative Art, Curriculum Design, Curriculum Guides, \*Educational Certificates, Energy Education, English (Second Language), Foreign Countries, \*General Education, Health Education, \*High School Equivalency Programs, Horticulture, Human Body, Law Related Education, Learning Activities, Lesson Plans, Life Style, Literacy Education, Nutrition, Science Curriculum, Social History, Student Certification, Student Evaluation, Vocational Education

Identifiers—Australia, \*Certificates of General Educ Adults (Australia)

This document contains detailed curriculum outlines and teacher support materials for the General Curriculum Options (GCO) stream of the Certificates of General Education (CGE) for Adults in Victoria, Australia. The following topics are discussed in the introduction: purpose of the guide, details of GCO subject areas, accreditation framework and its credentials, CGE for adults, history of the GCO stream, curriculum design implications of the English-as-a-Second-Language/literacy interface, and curriculum model. The curriculum materials are organized into eight sections: health and lifestyle, creative arts, social history, the human body/energy, diet and health, legal studies, horticulture, and Technical and Further Education taster in vocational studies (a sampler of five vocational areas). Each section includes some or all of the following: cover sheet detailing the materials' subject area, level, GCO application, course type, name of developing organization, and project writer; narrative introduction outlining the materials' rationale, recommended teaching strategies, and the relationship of the subject area to the GCO stream; thematic web; curriculum planning grid; assessment task (lesson) outline, lesson plan, and list of related resource organizations. A glossary and references are provided. Appended are the following: elements and performance criteria of the GCO stream, curriculum planning grid, and sample assessment task cover sheet. (MN)

ED 380 577 CE 068 442

Kindler, Jan

**Working Words: A User's Guide to Written Communication at Work.**

Adult, Community, and Further Education Board, Melbourne (Australia).

Report No.—ISBN-1-86409-6018-4

Pub Date—94

Note—68p.

Available from: Adult Basic Education Resource and Information Service, National Languages and Literacy Institute of Australia, GPO Box 372F,

Melbourne, Victoria 3001, Australia (\$26 Australian; quantity discounts available).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Behavioral Objectives, Check Lists, Foreign Countries, Learning Activities, \*Literacy Education, \*Skill Development, \*Verbal Communication, \*Writing (Composition), \*Writing Skills Identifiers—\*TAFE (Australia), \*Workplace Literacy

This book, which is intended as a resource for trainers, managers, supervisors, union representatives, or writers of training materials, contains six sections dealing with various aspects of the process of writing a wide range of workplace documents. Discussed in section 1 is the importance of identifying the purpose, topic, and audience of workplace documents before actually writing them. Section 2 outlines the process of organizing a document. The effects of different types of language, including technical and personal language, on tone and clarity are described in section 3. Examined in section 4 are various layout and design considerations: typeface, type size, upper and lower case, justification, line length, white space, headings/subheadings, highlighting, and graphic information. The importance of audience feedback and revision are emphasized in section 5. Sections 1-5 each include checklists and examples of workplace documents. Presented in section 6 is a list of six publications providing further information on writing clear, easy-to-understand documents. (MN)

ED 380 578 CE 068 445

Leighninger, Matthew Niedergang, Mark  
Education: How Can Schools and Communities Work Together To Meet the Challenge? A Guide for Involving Community Members in Public Dialogue and Problem-Solving.

Topfield Foundation, Pomfret, CT. Study Circles Resource Center.

Pub Date—95

Note—43p.

Available from—Study Circles Resource Center, P.O. Box 203, Pomfret, CT 06258 (\$5 plus \$2 per order for shipping/handling; quantity discounts).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, \*Citizen Participation, Community Involvement, \*Cooperative Planning, Educational Improvement, \*Educational Planning, Elementary Secondary Education, \*Group Discussion, \*Partnerships in Education, Problem Solving, \*School Community Relationship Identifiers—\*Study Circles

This guide is designed as a tool to help members of the education sector involve community members in discussions about their local schools and learn how to become involved in the process of improving education in their community. The first half of the guide presents basic material for conducting a four- to seven-session discussion program based on the study circle model. Materials dealing with the following discussion topics are included: how schools affect communities and community members' lives; what community members want graduates to know and be able to do; how schools can meet every students' needs, make schools safer, deal with racial and ethnic diversity, and provide high quality education with limited resources; and what community members can do to improve education. The next section presents basic "how-to" materials on the following aspects of the study circle process: the structure, goals, and operation of study circles; organizing and leading study circles on education; and suggestions for participants. Concluding the guide is a listing of 13 organizations, 39 publications, and 7 videos dealing with community involvement in improving education, as well as the sources of the 5 "schools that work" stories included in the preceding section. (MN)

ED 380 579 CE 068 446

Morra, Linder S.  
Department of Labor: Opportunities To Realize Savings. Testimony before the Subcommittee on Labor, Health and Human Services, Education, and Related Agencies, Committee on Appropriations, House of Representatives.

General Accounting Office, Washington, DC. Health, Education, and Human Services Div. Report No.—GAO/T-HEHS-95-55

Pub Date—18 Jan 95

Note—19p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free; additional copies \$2 each; 100 or more: 25% discount).

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Budgeting, \*Budgets, \*Cost Effectiveness, Disadvantaged Youth, Dislocated Workers, \*Employment Programs, Federal Programs, Financial Support, Job Training, Program Costs, Program Effectiveness, \*Public Agencies, \*Resource Allocation, Retraining, Vocational Education

Identifiers—Congress 104th, \*Department of Labor, \*Job Training Partnership Act 1982

Approximately two-thirds of the U.S. Department of Labor's (DOL's) fiscal year 1995 (FY95) budget of \$34.3 billion consists of mandatory spending on income maintenance programs. Of the remaining \$10.7 billion financing DOL's other functions, approximately \$6.9 billion is allocated to employment training activities and \$2.9 billion is allocated for planned expenditures (primarily on state unemployment insurance and program administration). Reviews of DOL programs conducted in recent years have identified the following DOL-administered employment training programs as possible candidates for budget review by Congress: the Job Training Partnership Act (JTPA) Title IIC Program for Disadvantaged Youth, the Job Corps program, and the JTPA Title III Economic Dislocation and Worker Adjustment Assistance Act program. Each program has either received increases in FY95 funding, had some concerns raised about its effectiveness, or demonstrated difficulty in spending prior year allocations. Other possible options that Congress may consider in its efforts to realize savings by reducing DOL's budget include consolidating federal job training programs and not renewing the Targeted Jobs Tax Credit program. (Appended are a list of 37 related General Accounting Office Products and two tables detailing DOL's budget authority and funding changes in major DOL-administered employment and training programs in FY94 and FY95.) (MN)

ED 380 580 CE 068 447

Multiple Employment Training Programs. Information Crosswalk on 163 Employment Training Programs. Fact Sheet for Congressional Requesters.

General Accounting Office, Washington, DC. Health, Education, and Human Services Div.

Report No.—GAO/HEHS-95-85FS

Pub Date—Feb 95

Note—53p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free; additional copies \$2 each; 100 or more to be mailed to a single address: 25% discount; check or money order should be made out to the Superintendent of Documents).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, Correctional Education, Demonstration Programs, Disabilities, Disadvantaged, Dislocated Workers, Educational Legislation, \*Educational Objectives, \*Employment Programs, Federal Legislation, \*Federal Programs, \*Job Training, Literacy Education, Pilot Projects, Postsecondary Education, Profiles, Program Content, Public Agencies, Retraining, Special Needs Students, Tables (Data), Technical Assistance, \*Vocational Education, Vocational Rehabilitation Identifiers—Workplace Literacy

This document, which is in the form of a multiple-page table, provides the following information about each of the 163 currently existing federal employment training programs: (1) fiscal year 1995 appropriation; (2) summary of the program's purpose as it related to employment training activities; (3) authorizing legislation and U.S. Code citation; (4) "Catalog of Federal Domestic Assistance" program number; (5) budget account number; (6) target group; and (7) type of employment training assistance provided. Included in the list are programs offered by the following government departments and organizations: Appalachian Regional Commission; Corporation for National Service; Office of Personnel Management; Small Business Administration; and U.S. Departments of Agriculture, Commerce, Defense, Education, Health and Human Services, Housing and Urban Development, Interior, Justice,

Labor, Transportation, and Veterans' Affairs. Programs listed provide the following types of assistance for various target groups: direct services; capital improvements; planning and program development; training and technical assistance; research, demonstration, and pilot projects; direct financial aid; and performance incentives. (MN)

ED 380 581 CE 068 450

Funding Resource Guide for Adult Literacy Programs in Colorado.

Colorado State Dept. of Education, Denver. State Library and Adult Education Office.

Pub Date—Mar 94

Note—22p.

Available from—Colorado Dept. of Education, Office of Adult Education, 201 E. Colfax Avenue, Denver, CO 80203 (\$5).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Annotated Bibliographies, \*Financial Support, \*Grantsmanship, \*Information Sources, \*Literacy Education, Philanthropic Foundations, Private Financial Support, Resource Materials, Technical Writing Identifiers—\*Colorado, \*Job Training Partnership Act 1982

This guide is designed to help providers of adult literacy programs in Colorado identify sources of financial support for their programs. The first half of the guide is an annotated listing of 59 funding resources (including philanthropic foundations, trusts, and corporations/corporate programs) for adult literacy programs. Each annotation contains the address and phone number of the organization, a contact person, and a brief summary that may describe some or all of the following: areas of funding, types of projects/client groups in which the organization is especially interested, geographic or other restrictions, sizes/numbers of grants available, and application requirements. Presented next is a list of 15 key publications containing current information on source of funding for literacy programs. The third section describes the programs funded under various titles of the Job Training Partnership Act (JTPA), presents basic information on JTPA funding procedures and cycles, and lists the addresses of Colorado's nine JTPA service delivery areas. Concluding the guide are lists of tips for successful grant writing and tips to enhance the development of grant proposals. (MN)

ED 380 582 CE 068 454

Funding for Secondary Vocational Education: 1979-1994. House Research Information Brief.

Revised.

Minnesota House of Representatives, St. Paul. Research Dept.

Pub Date—Sep 93

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Finance, Financial Problems, \*Financial Support, Program Costs, School Districts, Secondary Education, \*State Federal Aid, \*State Programs, Tables (Data), Trend Analysis, \*Vocational Education Identifiers—\*Funding Formulas, \*Minnesota

Since the early 1970s, secondary vocational education (SVE) in Minnesota has been funded either by paying districts a flat percentage of eligible costs or by paying a percentage of eligible costs plus paying for certain excess costs. By the mid-1980s, a number of questions and concerns about SVE funding were emerging. Among the specific concerns raised were the following: financial support for SVE funding was declining; funding for equipment was inadequate; the existing formula did not necessarily recognize the excess costs resulting from vocational education; and the formula's focus was too narrow. In response to these concerns, a new SVE funding formula was implemented in fiscal year 1989. Under the new formula, which is still used, excess cost aid to districts is calculated for each SVE program as 75% of the cost of SVE salaries minus 50% of the general education revenue attributable to SVE pupils. The current aid formula has caused two concerns. First, a great deal of detailed information is required to calculate aid. Second, because the formula is designed to recognize the excess cost of small programs, it may encourage inefficiency by paying the most aid for the smallest programs and discouraging large programs. (MN)

ED 380 583 CE 068 456

Creese, Andrew. Ed. Parker, David. Ed.  
**Cost Analysis in Primary Health Care. A Training Manual for Programme Managers.**

Aga Khan Foundation, London (England); United Nations Children's Fund, New York, N.Y.; World Health Organization, Geneva (Switzerland).  
 Report No.—ISBN-92-4-154470-8  
 Pub Date—94  
 Note—159p.

Available from—WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210 (\$22.50; 25 Swiss francs; in developing countries 17.50 Swiss francs).  
 Pub Type—Guides - Non-Classroom (055)  
**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Adult Education, \*Cost Effectiveness, Cost Estimates, Developing Nations, Efficiency, Expenditures, Financial Services, Foreign Countries, Guidelines, Health Care Costs, Health Personnel, \*Health Services, \*Money Management, Operating Expenses, Program Administration, \*Program Costs, Resource Allocation, Resources

This manual is designed to provide primary health care program managers with guidance on how to use cost analysis and cost-effectiveness analysis as tools to achieve better understanding and management of resource flows. Although it has been prepared primarily for program managers at national, regional, and district levels, other health professionals can learn from it through a short training course or by individual study. Part A introduces unit financial costs and provides a first look at the effectiveness of health services, in six modules: what costs are, using cost data, planning the study, calculating costs, measuring effectiveness, and calculating unit financial costs. Part B covers other kinds of costs and compares costs and effectiveness estimates. Topics of the three modules are as follows: measuring and using economic costs, household costs, and cost-effectiveness analysis. In part C, several important uses of cost and cost-effectiveness data for planning and management are discussed and illustrated. Future costs, financial analysis, and managerial efficiency are the topics of the three modules. A set of exercises to be used with the individual modules follow. Appendixes contain the following: annualization factors; 10 resources for further reading, including guidelines and methods and case studies; and an index. (YLB)

**ED 380 584** CE 068 482

Parsall, John. Potter, Mary.  
**Flexible Access to Vocational Qualifications. Second Edition. Revised and Updated.**

National Inst. of Adult Continuing Education, Leicester (England).  
 Report No.—ISBN-1-872941-52-4  
 Pub Date—94  
 Note—103p.

Available from—National Institute of Adult Continuing Education, 21 De Montfort Street, Leicester LE1 7GE, England, United Kingdom (9.95 British pounds).

Pub Type—Guides - Non-Classroom (055)  
**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Access to Education, Adult Education, Adult Students, College Credits, Community Colleges, Educational Certificates, \*Educational Innovation, \*Flexible Scheduling, Foreign Countries, Job Skills, Nontraditional Education, Prior Learning, Strategic Planning, \*Student Certification, Student Evaluation, \*Student Needs, Technical Institutes, \*Vocational Education

Identifiers—\*National Vocational Qualifications (England)

This guide is designed to explore how British further education colleges can open up their vocational programs to the whole community and to describe the sort of strategic planning necessary to achieve flexible access. Chapter 1 discusses the content and purpose of the handbook. Chapter 2 provides an overview of the new framework for vocational qualifications in the United Kingdom, details main elements, and raises issues on access and credit accumulation. Chapter 3 illustrates flexible delivery methods and issues that arise in their use by drawing on developing practice in a range of vocational areas. In chapter 4, five college case studies show a range of strategies for planned change towards an open access and learner-centered system. (YLB)

**ED 380 585** CE 068 484

**New Options 1993-94 Annual Report.**  
 Pennsylvania State Dept. of Education, Harrisburg.

BIE AUG 1995

Bureau of Vocational and Technical Education.  
 Pub Date—[94]  
 Note—22p.

Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Education, Career Awareness, Career Education, \*Career Exploration, Curriculum Development, High Schools, Intermediate Grades, Job Placement, Job Training, Junior High Schools, Middle Schools, \*Nontraditional Occupations, State Programs, Statewide Planning, Vocational Education, Womens Education

Identifiers—Pennsylvania

This annual report is designed to provide information about the New Options program and to highlight recent program initiatives and accomplishments. It begins by describing the program, which assists middle and senior high school students, postsecondary students, and adults in exploring job opportunities traditionally held by the opposite sex. The program's key goals are also summarized. The next sections list the following: some major contributions the projects make to the community, business, and the economy; services and assistance projects offer on an individual or small group basis; and examples of vocational-technical programs that can lead to nontraditional careers for females and males. Nontraditional students of the year are highlighted. The next section presents facts that are used by New Options project directors to illustrate what can be expected realistically after graduation. New Options program results highlight student recruitment, student retention, student placement, and tuition assistance. Program year 1993-94 demographics are then provided. The Career Directions: Mapping Out Your Future curriculum is described and results of a follow-up survey are summarized. Information is also provided on the field testing of the New Options Women in the Technologies and Trades draft curriculum. A list of ways in which the Pennsylvania Department of Education supports projects is followed by a source for more information and a list of 1994-95 projects. (YLB)

**ED 380 586** CE 068 486

Hadley, Gay R. And Others.  
**Training as an Affirmative Action Strategy.**  
 Ohio State Univ., Columbus.

Pub Date—89  
 Note—38p.

Pub Type—Guides - Non-Classroom (055)  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Education, \*Affirmative Action, Career Development, Employed Women, Employment Practices, Females, Higher Education, \*Job Training, Minority Groups, Models, Needs Assessment, Planning, Sex Fairness, \*Staff Development, \*Systems Approach

Identifiers—Ohio State University

This manual is intended to help organizations design training programs that assist in the achievement of affirmative action. These topics are discussed in section I: the importance of work force diversity; recruiting and training women and minority employees at all levels of the organization; and the costs and benefits of training as an affirmative action strategy. Section II describes a general systems approach to training design. It illustrates the "Training as an Affirmative Action Strategy" (TAAS) systems model as it was used to create the Career Development Program for Minority Staff at the Ohio State University. Areas covered include the following: needs analysis, goal setting, program concept, gain support, training design, recruitment and selection, preimplementation and implementation, program evaluation, and program dissemination. A sample training outline presents topics, training time, and competency. Section III discusses the construction of the TAAS model and explains how readers can use it to develop training programs for selected employment areas or offices within their own organizations. It expands upon the areas introduced in section II and includes a sample worksheet to help guide readers as they practice the systems model technique. An annotated reading list contains 27 information sources. (YLB)

**ED 380 587** CE 068 487

**Lasers. Technology Learning Activity. Teacher Edition. Technology Education Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—91  
 Note—135p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TE2103: \$31; student edition, TE3103: \$13).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavioral Objectives, \*Career Exploration, \*Competency Based Education, Integrated Curriculum, Intermediate Grades, \*Lasers, Learning Activities, \*Light, Secondary Education, State Curriculum Guides, \*Technological Literacy, \*Technology Education

This document contains the materials required for presenting an 8-day competency-based technology learning activity (TLA) designed to introduce students in grades 6-10 to advances and career opportunities in the field of laser technology. The guide uses a series of hands-on exploratory experiences into which activities to help students develop basic skills have been incorporated. The document consists of an introductory section, teacher's guide, and student's guide. Presented in the introductory section are an overview of Oklahoma's technology education program and guidelines for using the instructor's and student's guides. The instructor's section contains the following: background information, suggested learning activities, expected learner outcomes, lesson plan, summary worksheet, pretest, posttest, test answers, evaluation summary, and bibliography. The student's guide contains one section for each of the TLA's 8 days. Each section includes some or all of the following: summary of activities and basic skills covered, goal, word list, expected learner outcomes, objectives, academic and workplace applications, information sheets, step-by-step learning activity outline, diagrams, handouts, and career search activity. An optional activity that could be used for solving problems or reinforcing learning is included. (MN)

**ED 380 588** CE 068 488

**Aerospace and Flight. Technology Learning Activity. Teacher Edition. Technology Education Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—92  
 Note—169p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TLA TE2117: \$36; student edition, TE3117: \$13). Superflight Inc., 81 Encino Avenue, Palo Alto, CA 94301 ('Aerobic Aerodynamics' video).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Aerospace Technology, \*Aviation Education, Behavioral Objectives, Career Education, Career Exploration, Career Planning, Instructional Materials, Intermediate Grades, Learning Activities, Learning Modules, Secondary Education, State Curriculum Guides, Student Evaluation, Teaching Guides, \*Technology Education

This packet of technology learning activity (TLA) materials on aerospace and flight for students in grades 6-10 consists of a technology education overview, information on use, and instructor's and student's sections. The overview discusses the technology education program and materials. Components of the instructor's and student's sections are described next. The instructor's section contains background information, suggested activities and resources, and expected learner outcomes. A lesson plan for the 8-day module includes assignments; equipment, tools, and supplies list; and facilities requirements or modifications. The following forms are provided: summary worksheet, pretest, posttest, test answers, and evaluation summary. A bibliography concludes the instructor's section. Topics are as follows: the theory of flight; forces of flight; climbing, gliding, and diving; changing direction and basic movement and control; and constructing flying and Aerobic flying rings. The student section provides materials for each day, including the following: summary of activities, assignments to turn in; goal; vocabulary; expected learner outcomes; list of objectives; list of related Technology Student Association

ciation competitive events; and academic and workplace applications reinforced by specific activities in this TLA. An optional activity concludes the student section. (YLB)

**ED 380 589** CE 068 489  
**Audiovisual Programming, Technology Learning Activity, Teacher Edition, Technology Education Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—92

Note—144p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TLA TE2131: \$32; student edition, TE3131: \$12; videotape, TE7131: \$24.95).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Behavioral Objectives, Career Education, Career Exploration, Career Planning, Film Production, \*Film Study, Instructional Materials, Integrated Curriculum, Intermediate Grades, Learning Activities, Learning Modules, Secondary Education, State Curriculum Guides, Student Evaluation, Teaching Guides, \*Technology Education, \*Videotape Recordings

This packet of technology learning activity (TLA) materials on audiovisual programming for students in grades 6-10 consists of a technology education overview, information on use, and the instructor's and student's sections. The overview discusses the technology education program and materials. Components of the instructor's and student's sections are described next. The instructor's section contains background information, suggested activities, suggested resources, and expected learner outcomes. A lesson plan for the 8-day module includes assignments; equipment, tools, and supplies list; and facilities requirements or modifications. The following forms are provided: summary worksheet, pretest, posttest, test answers, and evaluation summary. A bibliography concludes the instructor's section. Topics include the following: brainstorming, outlining, and completing a script for a video production; creating a story board; diagramming blocking and camera angles; and shooting a video. The student section provides materials for each day, including the following: summary of activities, assignments to turn in; goal; vocabulary; expected learner outcomes; list of objectives; list of related Technology Student Association competitive events; and academic and workplace applications reinforced by specific activities in this TLA. An optional activity concludes the student section. (YLB)

**ED 380 590** CE 068 490  
**Career Search, Technology Learning Activity, Teacher Edition, Technology Education Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—91

Note—150p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TLA TE2104: \$35; student edition, TE3104: \$14; Career Search software: \$155).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Behavioral Objectives, Career Education, \*Career Exploration, \*Career Planning, Computer Oriented Programs, Instructional Materials, Integrated Curriculum, Intermediate Grades, Learning Activities, Learning Modules, Occupational Information, Secondary Education, State Curriculum Guides, Student Evaluation, Teaching Guides, \*Technology Education, Vocational Interests

This packet of technology learning activity (TLA) materials on career search for students in grades 6-10 consists of a technology education overview, information on use, and the instructor's and student's sections. The overview discusses the technology education program and materials. Components of the instructor's and student's sections are described next. The instructor's section contains back-

ground information, suggested activities and resources, and expected learner outcomes. A lesson plan for the 8-day module includes assignments; equipment, tools, and supplies list; and facilities requirements or modifications. The following forms are provided: summary worksheet, pretest, posttest, test answers, and evaluation summary. A bibliography concludes the instructor's section. Topics are as follows: learning to use the Career Search program, personalized career search, finding education information, personalized college search, and finding area vocational-technical school information. The student section provides the following: summary of activities, assignments to turn in; goal; vocabulary; expected learner outcomes; list of objectives; list of related Technology Student Association competitive events; and academic and workplace applications reinforced by specific activities in this TLA. An optional activity concludes the student section. (YLB)

**ED 380 591** CE 068 491  
**Drafting, Technology Learning Activity, Teacher Edition, Technology Education Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—93

Note—97p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TLA TE2134: \$25; student edition, TE3134: \$11).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Behavioral Objectives, Career Education, Career Exploration, Career Planning, \*Drafting, Instructional Materials, Integrated Curriculum, Intermediate Grades, Learning Activities, Learning Modules, \*Orthographic Projection, Secondary Education, State Curriculum Guides, Student Evaluation, Teaching Guides, \*Technology Education

This packet of technology learning activity (TLA) materials for drafting for students in grades 6-10 consists of an instructor's section and student materials. The instructor's section contains background information, suggested activities, and a list of suggested resources. A lesson plan for the 8-day module includes assignments; equipment, tools, and supplies list; and facilities requirements/modifications. The following forms are provided: summary worksheet, pretest, posttest, test answers, and evaluation summary. A bibliography concludes the instructor's section. Topics are as follows: Cartesian Coordinate System, orthographic drawings, using drafting board and tools, and career search. The student section provides materials for each of the 8 days. The materials for the first day consist of the following: a summary of activities; list of all assignments in the TLA; goal; vocabulary with definitions; list of expected learner outcomes; list of objectives; list of related Technology Student Association competitive events; and academic and workplace applications reinforced by specific activities in this TLA. Materials for each of the other days may include some or all of the following: summary of activities; information sheet(s); objective with related introductory information; list of tools and materials; and procedure. An optional activity that may be completed after the posttest concludes the student section. (YLB)

**ED 380 592** CE 068 492  
**Electronic Publishing, Technology Learning Activity, Teacher Edition, Technology Education Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—95

Note—124p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TLA TE2135: \$32; student edition, TE3135: \$12).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Behavioral Objectives, Career Education, \*Career Exploration, Career Planning, Computers, Desktop Publishing, Electronic Equipment, \*Electronic Publishing, Instructional Materials, Integrated Curriculum, Intermediate Grades, Learning Activities, Learning Modules, Publishing Industry, Secondary Education, State Curriculum Guides, Student Evaluation, Teaching Guides, \*Technology Education

This packet of technology learning activity (TLA) materials on electronic publishing for students in grades 6-10 consists of a technology education overview, information on use, and the instructor's and student's sections. The overview discusses the technology education program and materials. Components of the instructor and student sections are described next. The instructor's section contains background information, suggested activities, suggested resources, and expected learner outcomes. A lesson plan for the 8-day module includes assignments; equipment, tools, and supplies list; and facilities requirements or modifications. The following forms are provided: summary worksheet, pretest, posttest, test answers, and evaluation summary. A bibliography concludes the instructor's section. Topics are as follows: using Microsoft Publisher software, layout, using the drawing tools, and designing and creating original publications. The student section provides materials for each day, including the following: summary of activities, assignments to turn in; goal; vocabulary; expected learner outcomes; list of objectives; list of related Technology Student Association competitive events; and academic and workplace applications reinforced by specific activities in this TLA. An optional activity concludes the student section. (YLB)

**ED 380 593** CE 068 493  
**Entrepreneurship, Technology Learning Activity, Teacher Edition, Technology Education Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—95

Note—112p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TLA TE2126: \$24; student edition, TE3126: \$8; \*Kids Business software: \$26).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—\*Advertising, Behavioral Objectives, Business Administration, Business Education, Capitalism, Career Education, \*Career Exploration, Career Planning, Careers, Computer Oriented Programs, \*Entrepreneurship, Free Enterprise System, Instructional Materials, Intermediate Grades, Learning Activities, Learning Modules, Marketing, \*Salesmanship, Secondary Education, State Curriculum Guides, Student Evaluation, Teaching Guides, \*Technology Education

This packet of technology learning activity (TLA) materials on entrepreneurship for students in grades 6-10 consists of a technology education overview, information on use, and instructor's and student's sections. The overview discusses the technology education program and materials. Components of the instructor's and student's sections are described next. The instructor's section contains background information, suggested activities and resources, and expected learner outcomes. A lesson plan for the 8-day module includes assignments; equipment, tools, and supplies list; and facilities requirements or modifications. The following forms are provided: summary worksheet, pretest, posttest, test answers, and evaluation summary. A bibliography concludes the instructor's section. Topics are as follows: using the Kids Business computer software, completing a startup manual, making an advertising flyer, and writing a speech to a door-to-door customer. The student section provides materials for each day, including the following: summary of activities, assignments to turn in; goal; vocabulary; expected learner outcomes; list of objectives; list of related Technology Student Association competitive events; and academic and workplace applications reinforced by specific activities in this TLA. An optional activity concludes the student section. (YLB)

**ED 380 594** CE 068 494  
 RIE AUG 1995

# Health Occupations, Technology Learning Activity, Teacher Edition, Technology Education Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—92

Note—174p.; "Life and Death II: The Brain" software is published by Software Toolworks.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TLA TE2124: \$38; student edition, TE3124: \$14).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Allied Health Occupations Education, Behavioral Objectives, Career Education, Career Exploration, Career Planning, Clinical Diagnosis, Health Facilities, Health Occupations, Health Services, Hospitals, Instructional Materials, Intermediate Grades, Learning Activities, Learning Modules, Medical Services, Secondary Education, State Curriculum Guides, Student Evaluation, Teaching Guides, Technology Education, Vocational Education

This packet of technology learning activity (TLA) materials on health occupations for students in grades 6-10 consists of a technology education overview, information on use, and instructor's and student's sections. The overview discusses the technology education program and materials. Components of the instructor's and student's sections are described next. The instructor's section contains background information, suggested activities and resources, and expected learner outcomes. Some of the activities are geared to "Life and Death II: The Brain" computer software. A lesson plan for the 8-day module includes assignments; equipment, tools, and supplies list; and facilities requirements or modifications. The following forms are provided: summary worksheet, pretest, posttest, test answers, and evaluation summary. A bibliography concludes the instructor's section. Topics are as follows: functions of medical facilities; general diagnostic procedures and surgical guidelines; anatomy; neurological diseases; physical examinations; and surgical operations. The student section provides materials for each day, including the following: summary of activities, assignments to turn in; goal; vocabulary; expected learner outcomes; list of objectives; list of related Technology Student Association competitive events; and academic and workplace applications reinforced by specific activities in this TLA. An optional activity concludes the student section. (YLB)

# ED 380 595 CE 068 495 Introduction to Animation, Technology Learning Activity, Teacher Edition, Technology Education Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—92

Note—206p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TLA TE2132: \$44; student edition, TE3132: \$16).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Animation, Behavioral Objectives, Career Education, Career Exploration, Career Planning, Cartoons, Characterization, Computer Oriented Programs, Film Industry, Film Production, Instructional Materials, Integrated Curriculum, Intermediate Grades, Learning Activities, Learning Modules, Secondary Education, State Curriculum Guides, Student Evaluation, Teaching Guides, Technology Education

This packet of technology learning activity (TLA) materials on introduction to animation for students in grades 6-10 consists of a technology education overview, information on use, and the instructor's and student's sections. The overview discusses the technology education program and materials. Section components are described next. The instructor's section contains background information,

suggested activities and resources, and expected learner outcomes. A lesson plan for the 8-day module includes assignments; equipment, tools, and supplies list; and facilities requirements or modifications. The following forms are provided: summary worksheet, pretest, posttest, test answers, and evaluation summary. A bibliography concludes the instructor's section. Topics are as follows: computer-assisted animation, creating story boards, creating still animation, and creating a moving animation. The student section provides materials for each day, including the following: summary of activities, assignments to turn in; goal; vocabulary; expected learner outcomes; list of objectives; list of related Technology Student Association competitive events; and academic and workplace applications reinforced by specific activities in this TLA. An optional activity concludes the student section. (YLB)

# ED 380 596 CE 068 496 Keyboarding and Computer Application, Technology Learning Activity, Teacher Edition, Technology Education Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—93

Note—173p.; "Typing Tutor 5+" software is published by Prentice Hall.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TE2115: \$38; student edition, TE3115: \$14).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Education, Career Exploration, Clerical Occupations, Computer Oriented Programs, Data Processing Occupations, Instructional Materials, Integrated Curriculum, Intermediate Grades, Keyboarding (Data Entry), Learning Activities, Learning Modules, Microcomputers, Office Occupations Education, Secondary Education, State Curriculum Guides, Teaching Guides, Technology Education, Typewriting, Word Processing

This curriculum guide is designed to prepare students in grades 6-10 to work in the world of the future. The 8-day course provides exploratory, hands-on learning activities and information that can enhance the education of students of all types in an integrated curriculum that provides practical applications of academic skills. The guide contains both instructor and student sections. The instructor's section includes the following: background information; expected learner outcomes; suggested activities; suggested resources; instructional sequence; equipment, tools, and supplies worksheet; pretest and posttest with answers; and an evaluation summary. Contents of the student's section are as follows: an introduction; summary of activities; pretest and posttest instructions; assignments; goal; glossary; expected learner outcomes; objectives; related Technology Student Association events; academic and workplace applications; impact statements; career information; and an optional activity that could be used for solving problems or reinforcing learning. This guide contains activities for learning the following keyboarding and computer applications: typing basics, using computer menus, printing work, typing letters, and data processing basics. Some of the activities are based on "Typing Tutor 5+" computer software. (KC)

# ED 380 597 CE 068 497 Photography, Technology Learning Activity, Teacher Edition, Technology Education Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—91

Note—158p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TE2130: \$35; student edition, TE3130: \$13).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Films, Instructional Materials, Integrated Curriculum, Intermediate

Grade Levels, Learning Activities, Learning Modules, \*Photographs, \*Photography, Pretests Posttests, Production Techniques, Secondary Education, State Curriculum Guides, Student Evaluation, Teaching Methods, Technology Education

This curriculum guide provides technology learning activities designed to prepare students in grades 6-10 to work in the world of the future. The 8-day course provides exploratory, hands-on learning activities and information that can enhance the education of students of all types in an integrated curriculum that provides practical applications of academic skills. The guide contains both instructor and student sections. The instructor's section includes the following: background information; expected learner outcomes; suggested activities; suggested resources; instructional sequence; equipment, tools, and supplies worksheet; pretest and posttest with answers; and an evaluation summary. Components of the student section are as follows: an introduction; summary of activities; pretest and posttest instructions; assignments; goal; glossary; expected learner outcomes; objectives; related Technology Student Association events; academic and workplace applications; impact statements; career information; and an optional activity that could be used for solving problems or reinforcing learning. Topics are as follows: the history of photography, parts of a camera, using the camera, photo composition, care and storage of photographic materials, tools and materials, rolling film onto a film reel, developing film, printing a contact sheet, and printing photographs. (KC)

# ED 380 598 CE 068 498 Problem Solving, Technology Learning Activity, Teacher Edition, Technology Education Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—91

Note—121p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TE2110: \$22; student edition, TE3110: \$11).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Creative Thinking, Critical Thinking, Decision Making Skills, Integrated Curriculum, Intermediate Grades, Learning Activities, Learning Modules, Logical Thinking, Money Management, Problem Solving, Secondary Education, State Curriculum Guides, Technology Education, Thinking Skills

This curriculum guide provides technology learning activities designed to prepare students in grades 6-10 to work in the world of the future. The 8-day course provides exploratory, hands-on learning activities and information that can enhance the education of students of all types in an integrated curriculum that provides practical applications of academic skills. The guide contains both instructor and student sections. The instructor's section includes the following: background information; expected learner outcomes; suggested activities; suggested resources; instructional sequence; equipment, tools, and supplies worksheet; pretest and posttest with answers; and an evaluation summary. Contents of the student's section are as follows: an introduction; summary of activities; pretest and posttest instructions; assignments; goal; glossary; expected learner outcomes; objectives; related Technology Student Association events; academic and workplace applications; impact statements; career information; and an optional activity that could be used for solving problems or reinforcing learning. Topics are as follows: the problem solving system, writing about problem solving, cutting paper to solve specific problems, designing a package that will protect an egg when dropped, building a tall structure using straws and tape, making a budget, and designing a device for walking on ice and snow. (KC)

# ED 380 599 CE 068 499 Research and Design, Technology Learning Activity, Teacher Edition, Technology Education Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—92  
Note—143p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TE2101: \$20; student edition, TE3101: \$12).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Building Plans, \*Design, Instructional Materials, Integrated Curriculum, Intermediate Grades, \*Learning Activities, Learning Modules, Motor Vehicles, \*Research Methodology, Secondary Education, Specifications, State Curriculum Guides, Student Evaluation, \*Technology Education.

This curriculum guide provides technology learning activities designed to prepare students in grades 6-10 to work in the world of the future. The 8-day course provides exploratory, hands-on learning activities and information that can enhance the education of students of all types in an integrated curriculum that provides practical applications of academic skills. The guide contains both instructor and student sections. The instructor's section includes the following: background information; expected learner outcomes; suggested activities; suggested resources; instructional sequence; equipment, tools, and supplies worksheet; pretest and posttest with answers; and an evaluation summary. The student's section contains the following: an introduction; summary of activities; pretest and posttest instructions; assignments; goal; glossary; expected learner outcomes; objectives; related Technology Student Association events; academic and workplace applications; impact statements; career information; and an optional activity that could be used for solving problems or reinforcing learning. The guide contains activities for learning about research and design through designing and building a model race car. (KC)

**ED 380 600** CE 068 500  
Residential Construction, Technology Learning Activity, Teacher Edition, Technology Education Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—94  
Note—97p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TLA TE2121: \$27; student edition, TE3121: \$11).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Building Trades, Career Education, Career Exploration, Career Planning, \*Construction (Process), \*Housing, Instructional Materials, Integrated Curriculum, Intermediate Grades, Learning Activities, Learning Modules, Secondary Education, State Curriculum Guides, \*Structural Elements (Construction), Student Evaluation, Teaching Guides, \*Technology Education.

This packet of technology learning activity (TLA) materials for residential construction for students in grades 6-10 consists of an instructor's section and student materials. The instructor's section contains background information, suggested activities, and a list of suggested resources. A lesson plan for the 10-day module includes assignments; equipment, tools, and supplies list; and facilities requirements/modifications. The following forms are provided: summary worksheet, pretest, posttest, test answers, and evaluation summary. A bibliography concludes the instructor's section. Topics are as follows: framing the subfloor, constructing exterior walls, constructing an interior wall, cutting ceiling joists and rafters, and completing a model home. The student section provides materials for each of the 10 days. The materials for the first day consist of the following: a summary of activities; list of all assignments in the TLA; goal; vocabulary with definitions; list of expected learner outcomes; list of objectives; list of related Technology Student Association competitive events; and academic and workplace applications reinforced by specific activities in this TLA.

Materials for each of the other days may include some or all of the following: summary of activities; information sheet(s); objective with related introductory information; list of tools and materials; and procedure. (YLB)

**ED 380 601** CE 068 501  
Robotics-Control Technology, Technology Learning Activity, Teacher Edition, Technology Education Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—92  
Note—169p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TLA TE2112: \$31; student edition, order no. TE3112: \$11).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, \*Career Exploration, \*Electronic Control, Integrated Curriculum, Intermediate Grades, Learning Activities, \*Robotics, Secondary Education, State Curriculum Guides, \*Technological Literacy, \*Technology Education.

This document contains the materials required for presenting an 8-day competency-based technology learning activity (TLA) designed to introduce students in grades 6-10 to advances and career opportunities in the field of robotics-control technology. The guide uses hands-on exploratory experiences into which activities to help students develop basic skills have been incorporated. The document consists of an introductory section, instructor's guide, and student's guide. Presented in the introductory section are an overview of Oklahoma's technology education program and guidelines for using the instructor's and student's guides. The instructor's section contains the following: background information, expected learner outcomes, suggested learning activities, lesson plan, summary worksheet, pretest, posttest, test answers, evaluation summary, and bibliography. The student's guide contains one section for each of the TLA's 8 days. Each section includes some or all of the following: summary of activities and basic skills covered, goal, word list, expected learner outcomes, objectives, academic and workplace applications, information sheets, step-by-step learning activity outline, diagrams, handouts, and career search activity. An optional activity that could be used for solving problems or reinforcing learning is included. (MN)

**ED 380 602** CE 068 502  
Safety Design Briefs, Technology Learning Activity, Teacher Edition, Technology Education Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—93  
Note—248p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TLA TE2107: \$56; student edition, TE3107: \$18).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Career Education, Career Exploration, Career Planning, Equipment Utilization, Hand Tools, Instructional Materials, Integrated Curriculum, Intermediate Grades, Learning Activities, Learning Modules, Safety, \*Safety Education, Secondary Education, State Curriculum Guides, Student Evaluation, Teaching Guides, \*Technology Education.

This packet of learning activities covers laboratory safety, hazard alert messages, and various shop tools for students in grades 6-10. It contains a technology education overview, information on using the instructor's and student's sections, information on measuring student performance gains, and the instructor's and student's sections. The overview discusses the technology education program and materials. Components and graphics are described next. Specific information on measuring student

performance gains follows. The instructor's section contains the following: background information; suggested activities; a list of suggested resources; supplemental activities (resources, tools and materials, challenge, evaluation); written tests; test answers; and bibliography. The student's section consists of 10 design briefs. Components of each brief are as follows: a summary of activities; assignments to turn in; goal; vocabulary; safety rules; objectives (instructions, tools and materials, procedure); and academic and workplace applications. The written tests conclude the packet. (YLB)

**ED 380 603** CE 068 503  
Structural Engineering, Technology Learning Activity, Teacher Edition, Technology Education Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—91  
Note—131p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TE2102: \$27; student edition, TE3102: \$11).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Building Plans, \*Civil Engineering, Course Content, Design, Engineering Drawing, \*Engineering Graphics, Engineering Technology, Instructional Materials, Integrated Curriculum, Intermediate Grades, \*Learning Activities, Learning Modules, Secondary Education, Specifications, State Curriculum Guides, Student Evaluation, \*Technology Education.

This curriculum guide provides technology learning activities designed to prepare students in grades 6-10 to work in the world of the future. The 8-day course provides exploratory, hands-on learning activities and information that can enhance the education of students of all types in an integrated curriculum that provides practical applications of academic skills. The guide contains both instructor and student sections. The instructor's section includes the following: background information; expected learner outcomes; suggested activities; suggested resources; instructional sequence; equipment, tools, and supplies worksheet; pretest and posttest with answers; and an evaluation summary. The student's section contains the following components: an introduction; summary of activities; pretest and posttest instructions; assignments; goal; glossary; expected learner outcomes; objectives; related Technology Student Association events; academic and workplace applications; impact statements; career information; and an optional activity that could be used for solving problems or reinforcing learning. This guide curriculum contains activities for learning structural engineering, such as using various types of measuring devices, drawing bridge designs, building a bridge from wood sticks and testing its capacity, and writing an essay explaining bridge design. (KC)

**ED 380 604** CE 068 504  
Thermal Screen Printing, Technology Learning Activity, Teacher Edition, Technology Education Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—92  
Note—143p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, one teacher and one student edition, order no. TE2119: \$33; student edition, TE3119: \$33).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Course Content, Design, Instructional Materials, Integrated Curriculum, Intermediate Grades, \*Learning Activities, Learning Modules, \*Printing, Secondary Education, State Curriculum Guides, Student Evaluation, \*Technology Education Identifiers—\*Screen Printing.

This curriculum guide provides technology learning activities designed to prepare students in grades

6-10 to work in the world of the future. The 8-day course provides exploratory, hands-on learning activities and information that can enhance the education of students of all types in an integrated curriculum that provides practical applications of academic skills. The guide contains both instructor and student sections. The instructor's section includes the following: background information; expected learner outcomes; suggested activities; suggested resources; instructional sequence; equipment, tools, and supplies worksheet; pretest and posttest with answers; and an evaluation summary. The student's section contains these components: an introduction; summary of activities; pretest and posttest instructions; assignments; goal; glossary; expected learner outcomes; objectives; related Technology Student Association events; academic and workplace applications; impact statements; career information; and an optional activity that could be used for solving problems or reinforcing learning. This guide contains activities for learning thermal screen printing by designing and screen printing a tee shirt. (KC)

**ED 380 605** CE 068 505

**TSA Leadership, Technology Learning Activity, Teacher Edition, Technology Education Series.** Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—94

Note—96p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. TLA TE1108: \$17; videotape, TE1110: \$20).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Behavioral Objectives, Career Education, Career Exploration, Career Planning, Instructional Materials, Integrated Curriculum, Intermediate Grades, Learning Activities, Learning Modules, Secondary Education, State Curriculum Guides, Student Evaluation, \*Student Leadership, \*Student Organizations, Student Participation, Teaching Guides, \*Technology Education

**Identifiers**—\*Technology Student Association  
This packet of learning activities on the Technology Student Association for students in grades 6-10 contains an instructor's section and student design briefs. The instructor's section has the following contents: background information; suggested activities; a list of suggested resources; supplemental activities; pretest; posttest; test answers; and a bibliography. Topics include the Technology Student Association and its activities, its competitive events, local chapter, state and national events, and personal interests. The design briefs in the student section provide activities for four objectives related to interest in Technology Student Association activities. The materials consist of the following: a summary of activities; list of all assignments; goal; list of objectives; information sheet(s); vocabulary with definitions; and objective with list of tools and materials; challenge; and evaluation. (YLB)

**ED 380 606** CE 068 520

**Learn, Grow, Become. FBLA Edition. Second Edition.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—95

Note—444p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. B02100: \$60; student edition, B03100: \$3).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Behavioral Objectives, \*Business Education, Competency Based Education, Leadership Training, Learning Activities, Management Development, Parliamentary Procedures, Secondary Education, Speech Instruction, State Curriculum Guides, Student Evaluation, \*Student Leadership, \*Student Organizations, \*Student Participation, Student Responsibility, Tests  
**Identifiers**—\*Future Business Leaders of America, Oklahoma

This curriculum guide contains seven units related to Future Business Leaders of America (FBLA) and student participation in this organization. Information on use of the publication is followed by an instructional supplement that provides suggestions for teaching the basic skills included in each assignment sheet or job sheet. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extension and options, information sheets, student supplements, transparency masters, instructional supplements, activity sheets, assignment sheets, job sheets, written tests, and answers to assignment sheets and written tests. Most units are designed for use in more than one lesson or class period of instruction. Unit topics are as follows: introduction to FBLA, FBLA activities, parliamentary procedure, becoming an FBLA leader, giving presentations, developing techniques for learning, and quality management skills for student organizations. (YLB)

**ED 380 607** CE 068 521

**Learn, Grow, Become. FFA Edition. Second Edition.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—95

Note—463p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. AG2100: \$80; student edition, AG3100: \$8).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—\*Agricultural Education, \*Basic Skills, Behavioral Objectives, Classroom Techniques, Leadership Training, Learning Activities, Parliamentary Procedures, Secondary Education, State Curriculum Guides, Student Leadership, \*Student Organizations, \*Student Participation, Vocational Education

**Identifiers**—\*Future Farmers of America, Oklahoma

This curriculum guide contains seven Future Farmers of America (FFA) units of study for secondary students. The units focus on developing students' potential for leadership, personal growth, and career success through agricultural education. Each of the instructional units includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extension and options, information sheets, student supplements, transparency masters, instructional supplements, activity sheet, assignment sheets, job sheets, written tests, and answers to assignments and written tests. The units of instruction are designed for use in more than one class period of instruction. The instructional supplement provides suggestions for teaching the basic skills included in each assignment. The guide also contains information for the teacher on measuring student performance gains and the required criteria for a competency-based educational program. The units cover the following topics: (1) introduction to FFA; (2) FFA activities; (3) parliamentary procedure; (4) becoming an FFA leader; (5) giving presentations; (6) developing techniques for learning; and (7) quality management skills for student organizations. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused into the materials about FFA: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (KC)

**ED 380 608** CE 068 522

**Learn, Grow, Become. FHA/HERO Edition. Second Edition.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—95

Note—455p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no.

HE2100: \$95; student edition, HE3100: \$6).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Behavioral Objectives, Competency Based Education, Curriculum Guides, \*Home Economics, Leadership Training, Learning Activities, Management Development, \*Occupational Home Economics, Parliamentary Procedures, Quality Control, Secondary Education, Speech Instruction, Student Evaluation, \*Student Leadership, \*Student Organizations, \*Student Participation, Student Responsibility, Tests

**Identifiers**—\*Future Homemakers of America, Home Economics Related Occupations

This curriculum guide contains seven units related to Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) and student participation in FHA/HERO. Information on use of the publication is followed by an instructional supplement that provides suggestions for teaching the basic skills included in each assignment sheet or job sheet. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extension and options, information sheets, student supplements, transparency masters, instructional supplements, activity sheets, assignment sheets, job sheets, written tests, and answers to assignment sheets and written tests. Most units are designed for use in more than one lesson or class period of instruction. Unit topics are as follows: introduction to FHA/HERO, FHA/HERO activities, parliamentary procedure, becoming an FHA/HERO leader, giving presentations, developing techniques for learning, and quality management skills for student organizations. (YLB)

**ED 380 609** CE 068 523

**Learn, Grow, Become. HOSA Edition. Second Edition.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—95

Note—478p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. H02100: \$157; student edition, H03100: \$12).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—\*Allied Health Occupations Education, Course Content, \*Leadership Training, Learning Activities, \*Organizational Development, Parliamentary Procedures, Participative Decision Making, Secondary Education, State Curriculum Guides, Student Leadership, \*Student Organizations, Teaching Methods, Units of Study, Vocational Education

**Identifiers**—\*Health Occupations Students of America, Oklahoma

This curriculum guide contains seven Health Occupations Students of America (HOSA) units of study for secondary and postsecondary students. The units focus on helping students acquire the knowledge, skills, and behavior essential in preparing for a health career and to encourage leadership development, citizenship, and service. Each of the instructional units includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extension and options, information sheets, student supplements, transparency masters, instructional supplements, activity sheet, assignment sheets, job sheets, written tests, and answers to assignments and written tests. The units of instruction are designed for use in more than one class period of instruction. The instructional supplement provides suggestions for teaching the basic skills included in each assignment. The guide also contains information for the teacher on measuring student performance gains and the required criteria for a competency-based educational program. The units cover the following topics: (1) introduction to HOSA; (2) HOSA activities; (3) parliamentary procedure; (4) becoming a HOSA leader; (5) giving presentations; (6) developing techniques for learning; and (7) quality management skills for student organizations. An appendix, the HOE-HOSA Partnership, describes activities for establishing an active HOSA chapter that is integrated into the health

occupations education classroom. (KC)

**ED 380 610** CE 068 524  
**Learn, Grow, Become. TSA Edition. Second Edition.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—95

Note—477p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. TE2100: \$90; student edition, TE3100: \$6).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Course Content, \*Leadership Training, Learning Activities, \*Organizational Development, Parliamentary Procedures, Participative Decision Making, Secondary Education, State Curriculum Guides, Student Leadership, \*Student Organizations, Teaching Methods, \*Technology Education, Units of Study, Vocational Education

Identifiers—Oklahoma, \*Technology Student Association

This curriculum guide contains seven Technology Student Association (TSA) units of study for secondary students. The units focus on helping students to develop and apply social, civic, and technology-related skills and achieve course competencies in applied technology courses. Each of the instructional units includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extension and options, information sheets, student supplements, transparency masters, instructional supplements, activity sheet, assignment sheets, job sheets, written tests, and answers to assignments and written tests. The units of instruction are designed for use in more than one class period of instruction. The instructional supplement provides suggestions for teaching the basic skills included in each assignment. The guide also contains information for the teacher on measuring student performance gains and the required criteria for a competency-based educational program. The units cover the following topics: (1) introduction to TSA; (2) TSA activities; (3) becoming a TSA leader; (4) parliamentary procedure; (5) giving presentations; (6) developing techniques for learning; and (7) quality management skills for student organizations. (KC)

**ED 380 611** CE 068 525  
**Learn, Grow, Become. VICA Edition. Second Edition.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—95

Note—546p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. TI2100: \$80; student edition, TI3100: \$5).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**

Descriptors—Course Content, \*Leadership Training, Learning Activities, \*Organizational Development, Parliamentary Procedures, Participative Decision Making, Secondary Education, State Curriculum Guides, Student Leadership, \*Student Organizations, Teaching Methods, \*Trade and Industrial Education, Units of Study, Vocational Education

Identifiers—Oklahoma, \*Vocational Industrial Clubs of America

This curriculum guide contains eight Vocational Industrial Clubs of America (VICA) units of study for secondary students. The units focus on helping students prepare for leadership in a world of work. Each of the instructional units includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extension and options, information sheets, student supplements, transparency masters, instructional supplements, activity sheet, assignment sheets, job sheets, written tests, and answers to assignments and written tests. The units of instruction

are designed for use in more than one class period of instruction. The instructional supplement provides suggestions for teaching the basic skills included in each assignment. The guide also contains information for the teacher on measuring student performance gains and the required criteria for a competency-based educational program. The units cover the following topics: (1) introduction to VICA; (2) VICA activities; (3) parliamentary procedure; (4) becoming a VICA leader; (5) giving presentations; (6) applying for a job; (7) developing techniques for learning; and (8) quality management skills for student organizations. (KC)

**ED 380 612** CE 068 526  
**Learn, Grow, Become. DECA Edition. Second Edition.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—94

Note—438p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. DE2100: \$84; student edition, DE3100: \$5).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Basic Skills, Behavioral Objectives, Classroom Techniques, \*Competency Based Education, \*Distributive Education, Leadership Training, Learning Activities, Parliamentary Procedures, Secondary Education, State Curriculum Guides, Student Leadership, \*Student Organizations, \*Student Participation

Identifiers—\*Distributive Education Clubs of America

This instructor's guide contains the materials required to teach a competency-based course introducing distributive education students to the history, purposes, and activities of the Distributive Education Clubs of America (DECA) and helping students develop the skills needed to participate in DECA activities and become a DECA leader. The following topics are covered in the seven instructional units: introduction to DECA, DECA activities, parliamentary procedure, becoming a DECA leader, giving presentations, developing techniques for learning, and quality management skills for student organizations. Each unit contains some or all of the following: performance objectives, suggested activities for instructors, optional supplemental instructional materials, information sheets, student supplements, transparency masters, activity sheets, assignment sheets, job sheets, written tests, and assignment sheet and test answers. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused into the materials about DECA: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

**ED 380 613** CE 068 527  
**Basic Operator. Teacher Edition. Cosmetology Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—93

Note—1,535p.; For other documents in this series, see ED 323 397, ED 329 789, and CE 068 528-530.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. TI2256: \$291; student edition, TI3256: \$18).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF12 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Competence, Competency Based Education, \*Cosmetology, Instructional Materials, \*Job Skills, Learning Activities, Learning Modules, Postsecondary Education, Skill Development, State Curriculum Guides, Teaching Methods

Identifiers—\*Hair

This curriculum guide is designed to support in-

struction in Oklahoma vocational cosmetology programs. The curriculum consists of 30 units of information and skills that are the foundation for students enrolled in cosmetology programs to become cosmetologists. Each of the instructional units includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extensions and options, information sheets, student supplements, transparency masters, instructional supplements, activity sheets, job sheets, practical tests, written test, and answers to assignment sheets and written test. Topics covered are as follows: analyzing the hair and scalp; brushing and scalp manipulations; theory of shampooing; theory of rinses and conditioners; molding "C" shaping; fingerwaving; pin curling; wet setting; cutting hair with scissors; cutting hair with a razor; cutting hair with clippers; cutting men's hair; styling hair; pressing-thermal; curling-thermal; theory of permanent waving; giving a permanent wave; hair relaxing; hair coloring; coloring preliminary precautions; temporary hair color; semipermanent hair color; aniline derivative tints; lightening hair; coloring special effects; restoring color; braiding; styling wigs; men's hairpieces; and preparing for the State Board Examination. (KC)

**ED 380 614** CE 068 528  
**Cosmetology Core. Teacher Workbook. Cosmetology Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—92

Note—523p.; For related documents, see ED 323 397, ED 329 789, and CE 068 527-530.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. TI2254: \$114; student edition, TI3254: \$6).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**

Descriptors—Academic Education, Basic Skills, Behavioral Objectives, \*Business Administration, Career Exploration, Classroom Techniques, \*Competency Based Education, \*Core Curriculum, \*Cosmetology, Diseases, First Aid, Integrated Curriculum, Learning Activities, Safety, Secondary Education, \*Small Businesses, State Curriculum Guides, Thinking Skills, \*Vocational Education, Workbooks

Identifiers—\*Beauty Shop Managers, Massages, Skin, Skin Infections

This teacher workbook, which is part of a series of publications designed to support instruction in Oklahoma vocational cosmetology programs, consists of 13 units of information and skills that are basic to all major instructional divisions of a cosmetology course of study. The unit topics are as follows: identifying cosmetology careers/displaying professionalism; administering basic first aid; exhibiting safety procedures; analyzing pH; recognizing the characteristics and functions of the skin and body; identifying common disorders and diseases; performing basic massage; analyzing physical characteristics of clients; identifying basic principles of color; developing receptionist skills; demonstrating salon marketing skills; managing a salon; and buying, leasing, or building a salon. Each unit contains some or all of the following: performance objectives, suggested activities for the teacher, pretests, information sheets outlining "essential" information, supplementary information/activity sheets, transparency masters, assignment sheets and answers, job sheets, practical tests, written tests, and test answers. Each unit includes materials designed to help students develop the applied academic and higher-order thinking skills inherent within the cosmetology field. (MN)

**ED 380 615** CE 068 529  
**Facial Specialty. Teacher Edition. Cosmetology Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—91

Note—275p.; For related documents, see ED 323 397, ED 329 789, and CE 068 527-530.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package,

1 teacher and 10 student editions, order no. T12260, \$60; student edition, T12260: \$3).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Competency Based Education, \*Cosmetology, Instructional Materials, Learning Activities, Postsecondary Education, Secondary Education, Service Occupations, State Curriculum Guides, Student Evaluation, Teaching Guides, Vocational Education

Identifiers—\*Theatrical Makeup

This publication is one of a series of curriculum guides designed to direct and support instruction in vocational cosmetology programs in the State of Oklahoma. It contains seven units for the facial specialty: identifying enemies of the skin, using aromatherapy on the skin, giving facials without the aid of machines, giving facials with the aid of machines, recognizing the basic principles of stage makeup, applying stage makeup, and preparing for the State Board Exam. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, pretest, handouts, information sheets, supplements, transparency masters, activity sheets, assignment sheets, job sheets, practical tests, written tests, and answers to pretests, assignment sheets, and written test. Introductory material includes information on basic skills activities in the units. (YLB)

ED 380 616

CE 068 530

Manicurist Speciality, Teacher Edition. Cosmetology Series.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—91

Note—318p; For related documents, see ED 323 397, ED 329 789, and CE 068 527-529.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. T12258, \$70; student edition, T12258: \$4).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Competency Based Education, \*Cosmetology, Instructional Materials, Learning Activities, Postsecondary Education, Secondary Education, Service Occupations, State Curriculum Guides, Student Evaluation, Teaching Guides, Vocational Education

Identifiers—\*Manicuring

This publication is one of a series of curriculum guides designed to direct and support instruction in vocational cosmetology programs in the State of Oklahoma. It contains seven units for the manicurist specialty: performing silk wrap, performing sculptured nail application, performing nail tip application, performing gel nail sculpturing, removal of artificial nails, performing nail art, and preparing for the State Board Exam. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, pretest, handouts, information sheets, supplements, transparency masters, assignment sheets, job sheets, practical tests, written tests, and answers to pretests, assignment sheets, and written test. Introductory material includes information on basic skills activities in the units. (YLB)

ED 380 617

CE 068 537

Fruit and Nut Production, Teacher Edition.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—93

Note—519p; Portions printed on colored paper.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. AG2031: \$94; student edition, AG3031: \$6).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Agricultural Education, \*Agricultural Production, \*Basic Business Education, Basic Skills, Behavioral Objectives, Business Skills, Classroom Techniques, \*Competency Based Edu-

cation, Horticulture, \*Integrated Curriculum, Learning Activities, Lesson Plans, Postsecondary Education, Secondary Education, Vocational Education

Identifiers—\*Fruits, \*Nuts (Crops)

This instructor's guide contains the materials required to teach the fruit and nut production component of a competency-based horticulture course that is intended to provide students with technical skills and the basic business skills to run a successful operation or be a productive employee. The following topics are covered in the 12 instructional units: identify fruits and nuts; select and prepare a site for fruit and nut crops; propagate, plant, maintain, fertilize, and irrigate fruit and nut crops; control pests in fruit and nut production; harvest fruits and nuts; perform postharvest functions; inventory, ship, and maintain merchandise; and sell fruit and nut crops. Each unit contains some or all of the following: performance objectives, suggested activities for instructors, information sheets, optional supplemental instructional materials, activity sheets, assignment sheets, job sheets, written tests, test answers, and unit reference lists. Throughout the curriculum, academic skills training is combined with applied technology instruction, and a system of icons is used to help instructors identify activities into which training in the following basic skills has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. A basic skills documentation matrix correlates skills with units of instruction. (MN)

ED 380 618

CE 068 538

Meat and Poultry Processing, Teacher Edition.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—92

Note—581p; Four color charts of retail cuts of meat will not reproduce well. Portions printed on colored paper.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. AG2038: \$105; student edition, AG3038: \$6).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Agriculture, Behavioral Objectives, Competency Based Education, \*Food Processing Occupations, Food Standards, Instructional Materials, \*Job Skills, Learning Activities, \*Meat, \*Meat Packing Industry, Postsecondary Education, Secondary Education, Skill Development, State Curriculum Guides

Identifiers—Oklahoma, \*Poultry

This curriculum guide contains instructional materials for a program that provides students with job skills in meat and poultry processing. The curriculum consists of 10 units that cover the following material: orientation to meat and poultry processing; maintaining plant facilities; equipment and equipment maintenance; purchasing livestock for slaughter; livestock slaughter; quality and yield grading; fabricating carcasses and box meat; poultry processing; curing, smoking, and sausage making; and pricing and marketing aspects of meat products. Each of the instructional units includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extensions and options, information sheets, student supplements, transparency masters, instructional supplements, activity sheets, job sheets, practical tests, written test, and answers to assignment sheets and written test. Units focus on measurable competencies and are meant to be used for more than one class period. A basic skills documentation matrix correlates skills with units of instruction. (KC)

ED 380 619

CE 068 539

Nutrition, Teacher Edition.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—95

Note—212p; For other Practical Nursing courses, see ED 212 909, ED 229 540, ED 259 173, and CE 068 572. Title page varies.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Ave-

nue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. HO2032: \$50; student edition, HO3032: \$2).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Allied Health Occupations Education, Basic Skills, Competency Based Education, Job Skills, Learning Activities, Nurses, \*Nursing Education, Nutrition, Postsecondary Education, \*Practical Nursing, Secondary Education, State Curriculum Guides, Vocational Education

This packet contains an instructor's manual, instructor's resource package, and student workbook for a competency-based course on nutrition for practical nursing. The course consists of two units of instruction that cover applying principles of basic nutrition and diet therapy. Each unit contains some or all of the following components: objective sheet, instructor's guide, information sheet, instructional supplement, assignment sheet, job sheet and skill test record, written test, answers to assignment sheets and written test, transparency masters, learning activity package sheet, handouts, and other materials. Units are designed to be used for more than one class period. A basic skills documentation matrix correlates skills with units of instruction. (KC)

ED 380 620

CE 068 540

Eighth Grade Agricultural Orientation, Teacher Edition.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—92

Note—1,081p; Diskette for Unit II, assignment 4, not included in this document.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. AG2017, \$197; student edition, AG3017: \$12).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Agriculture, \*Agricultural Education, Agricultural Engineering, \*Agricultural Production, \*Agriculture, \*Agronomy, Behavioral Objectives, \*Career Awareness, Career Education, Competency Based Education, Crop Processing Occupations, Ecology, Farm Accounts, Farm Management, Fisheries, Forestry, \*Grade 8, Horticulture, Instructional Materials, Junior High Schools, Learning Activities, \*Natural Resources, Plant Growth, Plant Propagation, Record Keeping, Secondary Education, State Curriculum Guides, Student Evaluation, Vocational Education, Wildlife

Designed to provide an introduction to as many of the subject areas in Oklahoma agricultural education programs as possible, this curriculum for Grade 8 contains 15 units that highlight many career areas in agriculture. Because this course may be a student's first exposure to production agriculture subjects, the curriculum begins with basic material upon which the instructor can build and localize. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, extensions and options, information sheets, job sheets, practical tests, written tests, and answers to assignment sheets and written tests. Units of instruction are designed for use in more than one lesson or class period of instruction. Introductory materials include information on teaching basic skills and information on using the written tests as pretest and posttest. Units cover the following: introduction to agricultural industry; record keeping; agricultural communication; plants and soils; horticulture; forestry; field crop production; animal production; agricultural products and processing; agricultural power; agricultural construction; agricultural sales and service; agricultural ecology and the environment; natural resources—parks and recreation; and natural resources—wildlife and fisheries. A basic skills documentation matrix correlates skills with units of instruction. (YLB)

ED 380 621

CE 068 541

Animal Science, Teacher Edition.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—95

Note—1,656p; Title page varies.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. AG2006: \$321; student edition, AG3006: \$18).  
**Pub Type—Guides - Classroom - Teacher (052)**  
**EDRS Price - MF14 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**Agricultural Education, Agricultural Production, \*Animal Husbandry, Behavioral Objectives, \*Competence, Competency Based Education, Farm Occupations, Instructional Materials, \*Job Skills, Job Training, Learning Activities, Learning Modules, Lesson Plans, \*Livestock, Marketing, Postsecondary Education, Secondary Education, Skill Development, State Curriculum Guides, Teaching Guides, Teaching Methods, Units of Study

This curriculum package is designed to prepare students with highly technical information that will lead to success in the animal science field. It contains 19 units that highlight many of the specialist areas and teach students how to apply these skills. The units cover the following topics: safety, careers, private and government programs, selecting and breeding livestock, animal health care, and livestock and poultry marketing and pricing. Each of the instructional units includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, information sheets, student supplements, transparency masters, instructional supplements, activity sheets, job sheets, practical tests, written test, answers to assignment sheets and written test, and Learning Activity Package (LAP) sheets. These components are contained within three packages. An instructor's manual includes the following: measuring student performance gains, criteria for competency-based education, a curriculum, duty, and task crosswalk, a basic skills matrix, one set per unit of the instructor's guide, answers, test case sheets, and instructional supplements for the basic skills sections. The instructor's resource package contains one set per unit of LAP sheets, transparency masters, a written test, handouts, and suggestions for other media. The student workbook contains the objective sheets, information sheets, assignment sheets, and job sheets. All of the units focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period of instruction. (KC)

**ED 380 622** CE 068 544  
**Analysis of Farm Records. Teacher Edition. Farm Business Management Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

**Pub Date—91**  
**Note—159p.** For related documents, see ED 310 277 and CE 068 545.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. AG2025: \$50; student edition, AG3025: \$2).

**Pub Type—Guides - Classroom - Teacher (052)**  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**\*Agribusiness, \*Agricultural Education, Agricultural Production, Behavioral Objectives, Competency Based Education, \*Farm Accounts, Learning Activities, Money Management, \*Recordkeeping, \*Records Management, Secondary Education, State Curriculum Guides, Student Evaluation, Vocational Education

This curriculum guide for the Oklahoma Farm Business Management Program contains three instructional units that teach students how to interpret farm records to get optimum use of facilities and maximize profits. Each unit of instruction includes some or all of these components: performance objectives, suggested activities for the instructor, information sheet, transparency masters, handouts, assignment sheets, job sheets, tests, and answers to tests and assignment sheets. The three units cover year-end closing and accuracy check of records, whole farm analysis, and enterprise analysis. (YLB)

**ED 380 623** CE 068 545  
**Income Tax. Teacher Edition. Farm Business Management Series.**  
 Oklahoma State Dept. of Vocational and Technical

Education, Stillwater. Curriculum and Instructional Materials Center.

**Pub Date—91**  
**Note—230p.** For related documents, see ED 310 277 and CE 068 544.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. AG2024: \$70; student edition, AG3024: \$4).

**Pub Type—Guides - Classroom - Teacher (052)**  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**\*Agribusiness, \*Agricultural Education, Agricultural Production, Behavioral Objectives, Competency Based Education, \*Farm Accounts, Learning Activities, Money Management, \*Recordkeeping, \*Records Management, Secondary Education, State Curriculum Guides, Student Evaluation, Tax Deductions, \*Taxes, Vocational Education

This curriculum guide for the Oklahoma Farm Business Management Program contains four instructional units that provide students with the necessary knowledge to complete an accurate income tax return. Each unit of instruction includes some or all of these components: performance objectives, suggested activities for the instructor, information sheet, transparency masters, handouts, assignment sheets, job sheets, tests, and answers to tests and assignment sheets. The four unit topics are as follows: income tax estimates, income tax management, depreciation, and income tax forms. (YLB)

**ED 380 624** CE 068 546  
**Forestry. Teacher Edition.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

**Pub Date—91**  
**Note—1,136p.**

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. AG2036: \$237; student edition, AG3036: \$15).

**Pub Type—Guides - Classroom - Teacher (052)**  
**EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**Agricultural Education, Behavioral Objectives, Competency Based Education, Fire Fighters, Fire Science Education, \*Forestry, Forestry Aides, \*Forestry Occupations, Instructional Materials, Land Use, Learning Activities, \*Lumber Industry, Natural Resources, Pests, Plant Growth, Postsecondary Education, Secondary Education, Student Evaluation, Teaching Guides, Tests, \*Trees, Units of Study, Vocational Education

This curriculum is designed to provide training in skills used by technicians and foresters throughout the world who plant, care for, and harvest trees. It contains 16 units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities, handouts, information sheets, supplements, transparency masters, activity sheets, assignment sheets, assignment sheet answers, job sheets, practical tests, written tests, and written test answers. Units of instruction are designed for use in more than one lesson or class period of instruction. Introductory materials include information on teaching basic skills. Units cover the following topics: explore the world of forestry; investigate career opportunities in forestry; identify forests and forest products; determine patterns of tree growth and classification; identify forest trees; practice forest safety; identify and use the basic tools of forestry; use basic math for forestry; practice tree measurement; use basic surveying techniques; use legal land descriptions; cruise timber stands; apply forest management practices; identify forest fire protection practices; identify insect, disease, and natural damage to the forest; and apply forest utilization practices. (YLB)

**ED 380 625** CE 068 547  
**Employment Skills for the 21st Century: Applied Activities To Develop a Competitive American Workforce. Teacher Edition.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

**Pub Date—94**  
**Note—577p.**

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. TA1210: \$125).

**Pub Type—Guides - Classroom - Teacher (052)**  
**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**\*Basic Skills, Career Development, Career Education, Computation, \*Creative Thinking, \*Employment Potential, Goal Orientation, Interpersonal Competence, \*Job Skills, Leadership, Learning Activities, Listening Skills, Motivation, Organizational Effectiveness, Postsecondary Education, \*Problem Solving, Reading Skills, Secondary Education, Self Esteem, Speech Communication, Teamwork, Vocational Education, Writing Skills

This publication is a collection of 201 activities designed to give students practice in developing and applying in meaningful real-life settings both basic academic skills in reading, writing, and computation, and the more advanced higher-order skills of problem solving, critical thinking, group interaction, and oral communication. These activities offer choices across many subject areas and across all the principal skill categories identified by the report of the Secretary's Commission on Achieving Necessary Skills (SCANS); the American Society of Training and Development's (ASTD) "Workplace Basics: The Essential Skills Employers Want"; and the Carl D. Perkins Vocational and Applied Technology Act Amendments of 1990. Each activity is designed to be used across all curriculum areas to ensure the flexibility needed in the workplace to meet a variety of new situations. Most activities are designed to be completed individually or in small groups. One assumption is that students will need to do research to complete some activities. Answers have been provided for the activities that have a specific correct answer. The projects are grouped into areas based on ASTD's skill areas: learning to learn; reading; writing; computation; oral communication; listening; creative thinking; problem solving; self-esteem; motivation/goal setting; employability/career development; interpersonal; teamwork; negotiations; organizational effectiveness; and leadership. They are also annotated with the Curriculum and Instructional Materials Center (CIMC) Basic Skill icons and enablers. An index cross-references the activities to basic skills. (YLB)

**ED 380 626** CE 068 548  
**Customer Service/Account Representative. Teacher Edition. Financial Services Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

**Pub Date—91**  
**Note—217p.** For related documents, see ED 329 787-788, ED 339 815, and CE 068 549. Title page varies. Portions printed on colored paper.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. BO2029: \$60; student edition, BO3029: \$3).

**Pub Type—Guides - Classroom - Teacher (052)**  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**Accounting, Adult Education, \*Banking, Behavioral Objectives, Competency Based Education, Finance Occupations, \*Financial Services, High Schools, Learning Activities, Office Occupations, Office Occupations Education, Service Occupations, State Curriculum Guides, Student Evaluation, Vocational Education

**Identifiers—**\*Customer Services  
 This curriculum guide is designed for 11th- and 12th-grade students or for adults who are interested in pursuing a career in the financial institution field. It can be used as a stand-alone curriculum for an entry-level career as a customer service/account representative. The guide consists of four units of instruction. Each unit contains some or all of these components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Units of instruction are designed for use in more than one lesson or class period of instruction. Unit topics are as follows: relating to customers, retrieving customer information, updating customer information, and using troubleshooting techniques. A basic skills

documentation matrix correlates skills with units of instruction. (YLB)

**ED 380 627** CE 068 549  
**Proof Operator, Teacher Edition, Financial Services Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—93

Note—156p; For related documents, see ED 329 787-788, ED 339 815, and CE 068 548.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. BO2030: \$50; student edition, BO3030: \$2).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Accounting, Adult Education, \*Banking, Behavioral Objectives, Competency Based Education, \*Data Processing, Finance Occupations, \*Financial Services, High Schools, Learning Activities, Office Occupations, Office Occupations Education, \*Proofreading, State Curriculum Guides, Student Evaluation, Vocational Education

Identifiers—\*Proof Operators

This curriculum guide is designed for 11th- and 12th-grade students or for adults who are interested in pursuing a career in the financial institution field. It can be used as a stand-alone curriculum for an entry-level career as a proof operator, who proofs financial transactions for accuracy and codes them for posting. The guide contains one unit of instruction with some or all of these components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to test and assignment sheets. Units of instruction are designed for use in more than one lesson or class period of instruction. An instructional supplement provides suggestions for teaching the basic skills included in each assignment sheet or job sheet. A basic skills documentation matrix correlates skills with units of instruction. (YLB)

**ED 380 628** CE 068 551  
**Gender Equity.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—93

Note—218p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. TA1030: \$4).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, Behavioral Objectives, Career Counseling, Career Education, \*Career Exploration, Career Guidance, Civil Liberties, Curriculum Guides, \*Decision Making Skills, Employed Women, \*Employment Patterns, Family Role, \*Family Work Relationship, Federal Legislation, Instructional Materials, Learning Activities, Minority Groups, Nontraditional Occupations, Postsecondary Education, Secondary Education, Sex Bias, \*Sex Fairness, Sex Role, Sex Stereotypes, Sexual Harassment, Units of Study, \*Vocational Education

Developed as a supplement to existing materials on gender equity, this curriculum guide is designed to supply in-depth information on sex bias and sex-role stereotyping in vocational education. It is intended for educators, students, and parents who can learn from its contents through workshops, seminars, organizational meetings, and classroom presentations. A gender equity glossary appears first. Each of the eight units contains some or all of these components: objective sheet with vocabulary list and quotations, teacher information sheets with objective and lecture notes, transparency masters, activity sheets, activity sheet answers, and action sheets. Unit I outlines what human rights are, how they are determined, and how they change. Unit II discusses traditional views of gender equity and the federal laws protecting individuals from bias. Unit III dispels myths often associated with each gender. Unit IV gives a futuristic view of where the jobs are and presents a challenge to meet the nation's needs

by eliminating gender biases and racial prejudices. Unit V identifies the different types of harassment and appropriate actions to stop it. Activities in unit VI direct individuals in finding their own answers. Focus is on developing skills in decision making. Unit VII assists counselors in helping individuals explore nontraditional careers. Unit VIII evaluates home and work roles and provides insight on how to redistribute the responsibility fairly. (YLB)

**ED 380 629** CE 068 553

**Hazard Communication Training for Employers. A Workbook for Complying with the Oklahoma Hazard Communication Standard. Instructor's Manual and Participant Workbook.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—94

Note—246p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (teacher edition, order no. AD1132: \$30; student edition, AD3132: \$5).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Competency Based Education, Compliance (Legal), \*Hazardous Materials, Learning Activities, Lesson Plans, \*Occupational Safety and Health, \*On the Job Training, Postsecondary Education, Recordkeeping, \*Safety Education, State Standards, Teaching Methods, Units of Study, Work Environment

This packet contains an instructor's manual and participant workbook for use within a series of facilitated training sessions covering requirements for hazard communications in the workplace (especially in Oklahoma), or as a reference for self-paced individual study. The instructor's guide provides answers to the worksheets and to the review sheet questions in the participant workbook, and step-by-step instructions for using each unit. It also recommends instructional strategies for each of the objectives and identifies optional resources to supplement the unit. The participant workbook contains five units of instruction that cover the following topics: requirements of the Oklahoma Hazard Communication Standard; inventory control and recordkeeping, fire safety, non-routine tasks, and employee training guidelines. Each unit consists of the following components: objective sheet, information sheet, worksheet, and review sheet. Contents of the appendices are as follows: Oklahoma Hazard Communication Standard; fire hazard definitions; addresses for resources; sign variance procedures; an employee personal safety checklist; a hazard communication checklist; and a log and summary of occupational injuries and illnesses. (KC)

**ED 380 630** CE 068 556  
**Successful Clothing Management. Teacher Edition. Life Skills Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—95

Note—292p; For a related document, see CE 068 557.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (teacher edition, order no. BS2009: \$70; student edition, BS3009: \$4).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Clothing Instruction, Course Content, Home Economics, Learning Activities, Secondary Education, \*Self Care Skills, State Curriculum Guides, Teaching Methods, Vocational Education

This curriculum guide for a unit on clothing management teaches skills to help students become more self-sufficient in their personal and professional lives. The module is designed to help them develop a basic working knowledge of clothing purchasing and care. The guide contains three units: planning a wardrobe, selecting clothing, and maintaining clothing. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, handouts, information

sheets, supplements, transparency masters, job sheets, written tests and answers to assignment sheets and written tests. The units of instruction are designed for use in more than one class period of instruction. An instructional supplement includes information on basic skills activities in the units. (KC)

**ED 380 631** CE 068 557  
**Successful Study Habits. Teacher Edition. Life Skills Series.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—95

Note—191p; For a related document, see CE 068 556.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (teacher edition, order no. BS2007: \$70; student edition, BS3007: \$3).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Course Content, Learning Activities, Learning Strategies, Secondary Education, \*Self Care Skills, State Curriculum Guides, \*Study Skills, Teaching Methods, \*Test Wiseness, Time Management, Vocational Education

This curriculum guide for a unit on study skills teaches students to become more self-sufficient in their personal and professional lives. The module is designed to help students manage their time more effectively, freeing up more time for studying. The guide contains three units: time management, effective learning techniques, and effective test taking. Each of the instructional units in the contains some or all of the basic components of a unit of instruction: objective sheets, information sheets, supplements, transparency masters, job sheets, performance objectives, suggested activities for the instructor, handouts, written tests, and answers to assignment sheets and written tests. The units of instruction are designed for use in more than one class period of instruction. An instructional supplement includes information on basic skills activities in the unit. (KC)

**ED 380 632** CE 068 558  
**Parenting and Child Development. Instructor Manual and Student Workbook.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—94

Note—617p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. HE2011: \$112; student edition, HE3011: \$6).

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Basic Skills, Behavioral Objectives, Birth, Career Exploration, Child Caregivers, Child Care Occupations, \*Child Development, Child Rearing, Classroom Techniques, \*Competency Based Education, Day Care, Family Life, \*Home Economics, \*Integrated Curriculum, Learning Activities, Lesson Plans, \*Parenthood Education, Parenting Skills, Pregnancy, Prenatal Care, Secondary Education, Special Needs Students, Tests, Well Being, Young Children

This guide contains the materials required to teach a competency-based course to increase students' knowledge of parenting and child development concepts and to build specific skills needed by informed, sensitive caregivers. It consists of an instructor's manual, instructor's resource package, and student workbook. The following topics are covered in the 13 instructional units: describing the family and its future; parenting; describing pregnancy, prenatal care, and childbirth; applying child development concepts; caring for infants, toddlers, preschool, and school-age children; guiding children; promoting children's well-being; selecting children's clothing; caring for children with special needs, gifts, and talents; caring for children in crisis; evaluating child care services and community resources; and exploring careers relating to children. In the instructor's manual are the following: information on using the guide; a section for each unit listing activities and resources needed, focus assign-

ments, objectives, evaluation methods, references, and written tests and answers; and an instructional supplement that provides additional teaching aids. The resource package contains the following: learning activity package sheets that allow instructors to individualize instruction for some/all students, transparency masters, written tests, and handouts. The student workbook includes one set of objective, information, assignment, and job sheets for each unit. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in nine basic skill areas has been infused into the curriculum. A basic skills documentation matrix correlates skills with units of instruction. (MN)

**ED 380 633** **CE 068 560**

**Small Business Management. Teacher Edition.**  
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—91

Note—715p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. DE2200: \$163; student edition, DE3200: \$11).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Adult Education, Advertising, Behavioral Objectives, \*Business Administration, \*Business Administration Education, Classroom Techniques, \*Competency Based Education, Compliance (Legal), \*Entrepreneurship, Learning Activities, Legal Responsibility, Lesson Plans, Marketing, Merchandising, Money Management, Personnel Management, Postsecondary Education, Recordkeeping, Risk Management, Salesmanship, \*Small Businesses, Taxes

**Identifiers**—Customer Relations, Goal Setting

This instructor's guide, which is designed to assist teachers in providing instruction and technical support to small business owners and managers, contains 17 competency-based units of instruction on the following areas that both small business instructors and small business owners have deemed critical to the success of any business: entrepreneurship; goal setting and planning for personal and business success; business resources; business plan; recruiting, interviewing, and hiring; training, motivation, and supervision; marketing and market research; merchandising; advertising for small business; selling; customer relations; recordkeeping and tax compliance; understanding and using financial statements; forecasting profits; cash flow management; legal aspects and risk management; and inventory management. Each unit contains some or all of the following: objective sheets, suggested activities, handouts, information sheets outlining "essential" information, supplementary information/activity sheets, transparency masters, activity sheets, and activity sheet answers. All units also contain guidelines for adopting the materials for independent study and lists of skills that must be demonstrated, equipment/supplies needed, supplementary materials to order, and resource people to contact. (MN)

**ED 380 634** **CE 068 561**

**Basic Emergency Medical Technician Skills Manual.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—91

Note—345p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (manual, order no. AD1131: \$30; videotape set, AD7131: \$50).

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Basic Skills, \*Competence, Competency Based Education, Course Content, \*Emergency Medical Technicians, \*First Aid, \*Job Skills, Learning Activities, Lesson Plans, Medical Services, Postsecondary Education, State Curriculum Guides, Teaching Methods, Units of Study, Videotape Recordings, Vocational Education  
This manual was developed to help students pre-

paring to become emergency medical technicians (EMTs) learn standardized basic skills in the field. The manual itemizes the steps and performance criteria of each required skill and uses an accompanying videotape series (not included) to enhance the educational experience. The five units of the manual, keyed to the five tapes of the series, cover the following: (1) patient assessment, including pulse, respiration, blood pressure, and temperature; (2) cardiopulmonary resuscitation for adults and children and treating complete airway obstruction; (3) splinting injuries and transporting patients; (4) oxygen administration; and (5) hemorrhage control, wound dressing, shock management, and childbirth. Three appendixes cover skills for using a short spine board and pneumatic antishock garments and list references for each of the 40 EMT skills covered in the manual. (KC)

**ED 380 635** **CE 068 562**

**Medication Administration Technician. Instructor Manual.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—94

Note—372p.; For a related document, see CE 068 563.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. AD2140: \$70; student edition, AD3140: \$4).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Basic Skills, Competency Based Education, Course Content, Job Skills, Learning Activities, Lesson Plans, Nursing Homes, Pharmacology, \*Pharmacy, Postsecondary Education, Residential Care, State Curriculum Guides, Teaching Methods, \*Technical Occupations, Units of Study, Vocational Education

**Identifiers**—\*Medication Technicians

This packet contains an instructor's manual, an instructor's resource package, and a student workbook for a course for medication administration technicians in Oklahoma. The course consists of four units of instruction that cover the following: (1) exploring professional, ethical and legal issues; (2) administering medication; (3) document administration and resident care; and (4) obtaining vital signs. Each unit contains some or all of the following components: objective sheet, instructor's guide, information sheet, instructional supplement, assignment sheet, job sheet and skill test record, written test, answers to assignment sheets and written test, transparency masters, learning activity package sheet, handouts, and other materials. Units are designed to be used for more than one class period. The instructor's manual includes these components plus information on measuring student performance gains, required criteria for a competency-based education program, and a curriculum and duty and task crosswalk. The student workbook contains objective, information, assignment, and job sheets for each unit. A basic skills documentation matrix correlates skills with units of instruction. (KC)

**ED 380 636** **CE 068 563**

**Medication Administration Technician. Update. Teacher Edition.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—92

Note—224p.; For a related document, see CE 068 562.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. AD2141: \$60; student edition, AD3141: \$3).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Competency Based Education, Course Content, Job Skills, Learning Activities, Nursing Homes, \*On the Job Training, Pharmacology, \*Pharmacy, Postsecondary Education, Residential Care, State Curriculum Guides, Teaching Methods, \*Technical Occupations, Vocational Education

**Identifiers**—\*Medication Technicians

This teacher's edition contains curriculum materials for an upgrading course for medication administration technicians who have completed initial training. The course consists of six units of instruction that cover the following: (1) controlling infection; (2) administering medication; (3) obtaining vital signs; (4) discussing legal issues and residents' rights; (5) preparing for medical emergencies; and (6) charting medication administration and resident care. Each unit contains some or all of the following components: objective sheet, instructor's guide, information sheet, assignment sheet, job sheet and skill test record, written test, and answers to the written test. Units are designed to be used for more than one class period. (KC)

**ED 380 637** **CE 068 572**

**Pharmacology. Teacher Edition.**  
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—95

Note—489p.; For other Practical Nursing courses, see ED 212 909, ED 229 540, ED 259 173, and CE 068 539. Title page varies. Portions printed on colored paper.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. HO2031: \$99; student edition, HO3031: \$6).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Allied Health Occupations Education, Basic Skills, Behavioral Objectives, Classroom Techniques, \*Competency Based Education, Learning Activities, Lesson Plans, \*Nursing Education, \*Pharmaceutical Education, \*Pharmacology, Postsecondary Education, \*Practical Nursing, Secondary Education, State Curriculum Guides, Vocational Education

This instructor's guide contains the materials required to teach a competency-based course in pharmacology for practical nursing. The following are covered in the five instructional units: calculating medication dosages, documenting medications, identifying classification and effects of medications, administering medications, and assisting with intravenous therapy. Each unit contains some or all of the following: objective sheets, information sheets, assignment sheets, job sheets, step-by-step lesson plan, optional supplemental instructional materials, learning activity package sheets that allow instructors to individualize instruction for some/all students, transparency masters, assignment sheets, job sheets, written tests, and assignment sheet and test answers. Academic skills training is combined with vocational training throughout the instructional materials. A system of icons has been used to help instructors identify activities that promote basic skills development and has been infused into the curriculum for the following basic skills areas: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. A basic skills documentation matrix correlates skills with units of instruction. (MN)

**ED 380 638** **CE 068 573**

**Compressed Natural Gas Installation. A Video-Based Training Program for Vehicle Conversion. Instructor's Edition.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—91

Note—139p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. AD2161: \$50; student edition, AD3161: \$2; videotape, AD7161: \$50).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—\*Alternative Energy Sources, \*Auto Mechanics, Behavioral Objectives, Classroom Techniques, \*Competency Based Education, Learning Activities, Lesson Plans, Safety, Secondary Education, State Legislation, \*Student Certification, Tests, \*Trade and Industrial Educa-

tion  
Identifiers—\*Compressed Gas Equipment, \*Oklahoma

This instructor's guide contains the materials required to teach four competency-based course units of instruction in installing compressed natural gas (CNG) systems in motor vehicles. It is designed to accompany an instructional videotape (not included) on CNG installation. The following competencies are covered in the four instructional units: interpret the Alternative Fuels Technician Certification Act, review general safety practices, introduction to the CNG installation process, and install a CNG system. Each unit contains some or all of the following: objective sheets, suggested activities, information sheets, job sheets, transparency masters, practical tests, written tests, and written test answers. (MN)

**ED 380 639** CE 068 574

**Housing and Home Furnishings, Instructor Manual.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—94

Note—530p.

Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. HE2003: \$92; student edition, HE3003: \$5).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Basic Skills, Behavioral Objectives, Career Exploration, Classroom Techniques, \*Competency Based Education, Credit (Finance), \*Home Economics, \*Home Furnishings, \*Housing, \*Integrated Curriculum, Interior Design, Learning Activities, Lesson Plans, Safety, Secondary Education, Tests

This guide contains the materials required to teach a competency-based course to develop student awareness and skills relating to specific aspects of housing and home furnishings. It is divided into three sections: an instructor's manual, instructor's resource package and student workbook. The following topics are covered in the 10 instructional units: planning living space for human needs, evaluating and financing housing alternatives, applying elements and principles of interior design, arranging interior spaces, designing interior backgrounds, selecting furniture and accessories, selecting appliances, planning for safety and security, and exploring careers in housing and home furnishings. In the instructor's manual are the following: information on using the guide; a section for each unit listing activities and resources needed, focus assignments, objectives, evaluation methods, references, and written tests and answers; and an instructional supplement that provides additional teaching aids. The resource package contains the following: learning activity package sheets that allow instructors to individualize instruction for some/all students, transparency masters, and written tests. The student workbook includes one set of objective, information, assignment, and job sheets for each unit. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused into the curriculum: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. A basic skills documentation matrix correlates skills with units of instruction. (MN)

**ED 380 640** CE 068 590

**High Performance Work Practices and Firm Performance.**

Department of Labor, Washington, DC. Office of the American Workplace.

Pub Date—Aug 93

Note—41p.; Background material for the Conference on the Future of the American Workplace (Chicago, IL, July 26, 1993). For a related document, see CE 068 591.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Business Administration, Change Strategies, Employment Practices, Institutional Research, \*Operations Research, \*Organizational Change, Organiza-

tional Climate, \*Organizational Development, Organizational Effectiveness, Personnel Management, \*Productivity, \*Research Projects, State of the Art Reviews, Work Environment

Identifiers—\*High Performance Work Organizations

A literature survey established that a substantial amount of research has been conducted on the relationship between productivity and the following specific high performance work practices: employee involvement in decision making, compensation linked to firm or worker performance, and training. According to these studies, high performance work practices are most effective when implemented together as a system. Positive associations between high performance work practices and firms' long-term financial performance and between high performance work practices and higher wages and benefits paid to workers were documented in several studies, including a survey of 700 firms. Although interest in using new workplace practices appeared to be widespread, some firms and workers were still reluctant to adopt such practices. Most of that reluctance was found to stem from a lack of understanding of or information about high performance work systems. Further research about new workplace practices was called for. (An appendix contains summaries of 18 selected research projects dealing with high performance work practices and firm performance. Each summary includes the following: bibliographic citation, sample size/composition, type of data collected/analyzed, results, and comments.) (MN)

**ED 380 641** CE 068 591

**Road to High-Performance Workplace, A Guide to Better Jobs and Better Business Results.**

Department of Labor, Washington, DC. Office of the American Workplace.

Report No.—ISBN-0-16-045158-2

Pub Date—94

Note—34p.; For a related document, see CE 068 590.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Business Administration, Change Strategies, Check Lists, \*Employer Employee Relationship, \*Employment Practices, Guidelines, \*Organizational Change, Organizational Climate, \*Organizational Development, Personnel Management, \*Productivity, Work Environment

Identifiers—\*High Performance Work Organizations

This guide identifies selected workplace practices that individual businesses have used to become high performance work organizations. The guide, which is intended for managers, directors, labor leaders, workers, investors, and other individuals interested in adopting high performance work practices, lays out the basic steps involved in transforming a business into a high performance work organization. The first section, which outlines the skills and information workers need to perform effectively in high performance organizations, pays special attention to the need for training and continuous learning and information sharing. The importance of employee participation, organizational structure, and worker-management partnerships is examined in the second section. Section 3 focuses on compensation linked to performance and skills, employment security, and a supportive work environment. The importance of integrating all of the high performance work organization mentioned into a coordinated organizational strategy rather than just adopting one or two practices is emphasized. Concluding the guide are a 4-page workplace practices checklist and a 47-item list of selected articles, books, studies reports, and other sources of information about high performance work practices. (MN)

**ED 380 642** CE 068 592

**Training and Employment Report of the Secretary of Labor, Covering the Period July 1990-September 1991.**

Employment and Training Administration (DOL), Washington, DC.

Pub Date—94

Note—129p.

Pub Type—Reports - General (140) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Adult Programs, Advisory Committees, American Indians, Annotated Bibliogra-

phies, Apprenticeships, Community Services, Demonstration Programs, Dislocated Workers, Educational Legislation, Educational Policy, Educational Practices, \*Employment Programs, Employment Services, Federal Legislation, \*Federal Programs, Homeless People, \*Job Training, Migrant Workers, National Programs, Occupational Information, Older Adults, Policy Formation, Postsecondary Education, Program Evaluation, \*Public Agencies, Public Policy, Public Service, \*Research Projects, Summer Programs, Tables (Data), Unemployment Insurance, \*Vocational Education, Youth Employment, Youth Programs

Identifiers—\*Employment and Training Administration, Job Corps, Job Training Partnership Act 1982, National Occupational Information Coordinating Com

This report summarizes the program activities and research and evaluation projects sponsored by the U.S. Department of Labor's Employment and Training Administration (ETA) during program year 1990 and fiscal year 1991. Chapter 1, which focuses on program activities, discusses the activities of advisory groups and other initiatives undertaken during the reporting period and reports on developments in the following individual programs for which ETA is responsible: Job Training Partnership Act programs, Job Training for the Homeless Demonstration, Apprenticeship, Senior Community Service Employment Program, Employment Service, Unemployment Insurance, Trade Adjustment Assistance, and Labor Surplus Areas Program. The activities of the National Commission for Employment Policy and the National Occupational Information Coordinating Committee are also summarized. Chapter 2 reports the findings of five major research and evaluation projects in the area of strengthening work force quality, seven labor market studies of specific groups, and seven program development and improvement initiatives. Thirty-four figures/tables, an annotated bibliography of 20 research and evaluation reports completed during program year 1990, and a statistical appendix of 17 tables are included. (MN)

**ED 380 643** CE 068 593

**Gershwin, Mary Crabbe**

**What Workplace Education Programs Need to Know about Behavioral Change: Tapping the Work of Kurt Lewin.**

Colorado State Community Coll. and Occupational Education System, Denver.

Pub Date—94

Note—15p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, \*Behavior Change, Behavior Modification, Change Strategies, \*Holistic Approach, \*Literacy Education, Models, \*Organizational Communication, \*Theory Practice Relationship

Identifiers—\*Lewin (Kurt), \*Workplace Literacy

Kurt Lewin's seminal work in organizational communication could potentially help solve many dilemmas faced by workplace literacy programs as they attempt to ensure that program participants not only learn basic skills but also use them in the context of work. According to Lewin's "field theory" approach, an individual's behavior is a function of the interdependent variables of the person and the environment, and the relative ease of inducing a new behavior is the product of the interplay between forces driving toward change in behavior and forces opposing change. The dynamics of these forces may be understood through the example of a nonnative speaker of English learning to use English in the workplace. Lewin believed that resistance to change depends partly on the value of the group standard for the individual. Lewin's action research suggests a three-step model of change that workplace literacy educators could use to help their students develop, use, and retain workplace literacy skills. The model's three steps are as follows: unfreezing old habits to create a state allowing for experimentation with new behaviors, making the actual change, and "refreezing" (retaining newly learned behaviors on a long-term basis through regular practice and consistent reinforcement.) (MN)

**ED 380 644** CE 068 594

**Graham, Cindy**

**Multi-Skilled Healthcare Worker Assessment.**

Colorado State Community Coll. and Occupational Education System, Denver.

Pub Date—94

Note—23p.

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, Adult Literacy, \*Allied Health Occupations, Community Colleges, \*Content Area Reading, Functional Literacy, High School Equivalency Programs, \*Hospital Personnel, \*Literacy Education, \*Personnel Evaluation, \*Reading Ability, Reading Tests, Two Year Colleges

Identifiers—\*Workplace Literacy

This assessment instrument is designed for use in evaluating the workplace literacy skills of individuals applying for employment in various hospital departments, including food service, housekeeping, environmental services, occupations, including food service occupations. The instrument is divided into two parts. Part 1 is designed to be administered verbally on a one-on-one basis and to be scored immediately. Part 2 is designed as a paper-and-pencil assessment that applications may complete individually. The instrument, which is designed to be administered without time limitations, tests applicants' ability to understand a variety of written materials encountered by hospital personnel, including hospital menus, excerpts from an environmental services handbook, sample procedures for cleaning rooms, and a flowchart of housekeeping procedures. (MN)

**ED 380 645**

**CE 068 598**

*Nichols, Pat Watkins, Lisa*

**Developing Communication in the Workplace for**

**Non-Native English Speakers.**

Colorado State Community Coll. and Occupational Education System, Denver; Pikes Peak Community Coll., Colorado Springs.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—94

Note—69p; For related documents, see CE 068 599-610.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Basic Education, Behavioral Objectives, Check Lists, Classroom Techniques, \*Communication Skills, \*Communicative Competence (Languages), Community Colleges, \*Competency Based Education, Educational Games, \*English (Second Language), High School Equivalency Programs, Idioms, Learning Activities, Learning Modules, Listening Skills, \*Literacy Education, \*Second Language Programs, Speech Skills, Two Year Colleges, Vocabulary Development, Writing (Composition)

Identifiers—\*Workplace Literacy

This curriculum module contains materials for conducting a course designed to build oral and written English skills for nonnative speakers. The course focuses on increasing vocabulary, improving listening/speaking skills, extracting information from various written texts (such as memos, notes, business forms, manuals, letters), and developing writing skills, and learning to communicate on self-directed teams and with supervisors. The following materials are included: course rationale, list of preliminary goals and objectives, instrument to assess participants' needs for training in oral communication skills, list of job-related idioms, information on cross-cultural dialogues in the workplace, 36 lesson plans, learning activities, and self-evaluation and peer review checklists. Each lesson plan contains a statement of the grammar, social, job-related language and literacy, and/or cross-cultural skills covered in the lesson and detailed instructions for conducting journal entry, cross-cultural, icebreaker, and other types of oral and written activities. Most lesson plans also call for introducing an idiom of the day and completing an evaluation form. (MN)

**ED 380 646**

**CE 068 599**

*Diller, Janelle*

**Effective Workplace Writing. Writing I.**

Colorado State Community Coll. and Occupational Education System, Denver; Pikes Peak Community Coll., Colorado Springs.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—94

Note—152p; For related documents, see CE 068 598-610.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Adult Basic Education, Audience

Awareness, Behavioral Objectives, Brainstorming, Community Colleges, \*Competency Based Education, Functional Literacy, \*Grammar, High School Equivalency Programs, Learning Activities, Learning Modules, \*Literacy Education, Paragraphs, Punctuation, \*Revision (Written Composition), Self Evaluation (Individuals), Sentences, Spelling, Two Year Colleges, Word Lists, \*Writing (Composition), \*Writing Skills

Identifiers—Process Approach (Writing), \*Workplace Literacy

This curriculum module contains lesson plans and application activities that were developed for the first of two companion courses to help adult students build writing skills by emphasizing writing as a process involving generating ideas through revising, editing, and self-critiquing and by teaching basic grammar, punctuation, and spelling strategies in the context of actual usage in the workplace. The module consists of six sections that are each designed to be presented in a single session. The session topics are as follows: the importance of identifying the audience and purpose of writing; brainstorming, organizing ideas, freewriting, and revising; sentence structure and punctuation; paragraph structure; the process and importance of revision; and the importance of making writing as specific and vivid as possible. The module is divided into separate sections for each session. Each section contains the following: module rationale, learning intentions, course outline, student evaluation sheets/log, transparency masters, curriculum notes, course outline, and student handouts (including word lists, information sheets, writing samples). (MN)

**ED 380 647**

**CE 068 600**

*Diller, Janelle*

**Workplace Writing II: Writing at Work.**

Colorado State Community Coll. and Occupational Education System, Denver; Pikes Peak Community Coll., Colorado Springs.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—94

Note—83p; For related documents, see CE 068 598-610.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Basic Education, Audience Awareness, Behavioral Objectives, Brainstorming, Community Colleges, \*Competency Based Education, Functional Literacy, \*Grammar, High School Equivalency Programs, Learning Activities, Learning Modules, \*Literacy Education, Paragraphs, Punctuation, \*Revision (Written Composition), Self Evaluation (Individuals), Sentences, Spelling, Two Year Colleges, Word Lists, \*Writing (Composition), \*Writing Skills

Identifiers—Process Approach (Writing), \*Workplace Literacy

This curriculum module contains lesson plans and application activities that were developed for the second of two companion courses to help adult students build writing skills by emphasizing writing as a process involving generating ideas through revising, editing, and self-critiquing and by teaching basic grammar, punctuation, and spelling strategies in the context of actual usage in the workplace. The module consists of six sections that build on the writing skills taught in the first course and apply them to a specific workplace document (a self-evaluation). The module is divided into separate sections for each of the course's six sessions. The session topics are as follows: clarifying the purpose of the evaluation and writing for a specific audience; using a variety of brainstorming ideas to generate ideas for a self-evaluation; using correct grammar, punctuation, and mechanics to produce sentences; and practicing critiquing one's own writing and the writing of others. Each section contains the following: module rationale, learning intentions, course outline, student evaluation sheets/log, transparency masters, curriculum notes, course outline, and student handouts (including word lists, information sheets, writing samples). Appended is additional information about the elements of sentence structure. (MN)

**ED 380 648**

**CE 068 601**

*Goschen, Claire*

**GED Math for Workplace Students.**

Colorado State Community Coll. and Occupational Education System, Denver; Pikes Peak Community Coll., Colorado Springs.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—94

Note—40p; For related documents, see CE 068 598-610.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Basic Education, Algebra, Arithmetic, Behavioral Objectives, Community Colleges, \*Competency Based Education, Geometric Constructions, Geometry, High School Equivalency Programs, Learning Activities, Learning Modules, \*Literacy Education, \*Mathematics Skills, Number Concepts, \*Numeracy, \*Problem Solving, Two Year Colleges

Identifiers—\*General Educational Development Tests, \*Workplace Literacy

This curriculum module contains lesson plans and application activities that were developed to help adult students master the mathematics skills needed to earn a general high school equivalency diploma. Included in the module are materials designed to help students improve their understanding of mathematics and achieve the following objectives: use a systematic method for solving verbal mathematics problems, understand and solve arithmetic problems involving numerical concepts and primary-level operations, solve algebraic problems involving secondary-level mathematics skills, and solve plane and coordinate geometry problems involving several types of geometric figures. A syllabus detailing the topics and homework assignments of the 15-session course is provided along with student handouts and learning activities. (MN)

**ED 380 649**

**CE 068 602**

*Widney, Annabel*

**GED Writing for Workplace Students.**

Colorado State Community Coll. and Occupational Education System, Denver; Pikes Peak Community Coll., Colorado Springs.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—94

Note—79p; For related documents, see CE 068 598-610.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Basic Education, Behavioral Objectives, Community Colleges, \*Competency Based Education, Functional Literacy, \*Grammar, High School Equivalency Programs, Learning Activities, Learning Modules, \*Literacy Education, Paragraphs, Punctuation, Revision (Written Composition), Sentences, Spelling, Two Year Colleges, Word Lists, \*Writing (Composition), \*Writing Skills

Identifiers—\*General Educational Development Tests, \*Workplace Literacy

This curriculum module contains lesson plans and application activities that were developed to help adult students master the writing skills needed to earn a general high school equivalency diploma. Included in the module are materials designed to help students demonstrate effective writing and master specific objectives in the following writing skill categories: mechanics, usage, sentence structure, paragraph development, and mastery of the POWER (planning, organizing, writing, evaluating, revising) program. A syllabus detailing the topics and homework assignments of the 18-week course is provided along with student handouts and learning activities. A variety of handouts are presented, including tip sheets, word lists, and lists of rules/guidelines for spelling, using words correctly, and writing passages of various length. (MN)

**ED 380 650**

**CE 068 603**

*Wilson, Nancy*

**General Workplace Algebra. A Numerical Approach to Workplace Problem Solving.**

Colorado State Community Coll. and Occupational Education System, Denver; Pikes Peak Community Coll., Colorado Springs.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—94

Note—56p; For related documents, see CE 068 598-610.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Basic Education, \*Algebra, Behavioral Objectives, Community Colleges, High

School Equivalency Programs, Job Skills, Learning Activities, Learning Modules, \*Literacy Education, \*Manufacturing, \*Mathematical Applications, \*Mathematics Instruction, \*Mathematics Skills, \*Printing, Problem Solving, Thinking Skills, Two Year Colleges

Identifiers—\*Workplace Literacy

This learning module reviews basic algebraic principles, the use of algebra for solving mathematical problems in the workplace as related to electronics, mechanics, computer operations, printing, and the general concepts of algebraic formulas. The course provides students with a practical knowledge of algebra in areas such as variable algebraic addition, subtraction, multiplication and division of monomials and multinomials, and solving for specified variables from given formulas. The module includes units for six class sessions. Each unit includes the following materials: rationale, learning objectives, curriculum notes and references for the instructor, course outline, introduction, evaluations, information sheets, problems to solve, and transparency masters, pretests and posttests, and course evaluations. (KC)

**ED 380 651** CE 068 604

*Diller, Janelle Moore, Rita*

**Learning to Learn: What's Your Working Style?**

Colorado State Community Coll. and Occupational Education System, Denver; Pikes Peak Community Coll., Colorado Springs.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—94

Note—155p; For related documents, see CE 068 598-610.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Adult Basic Education, Behavioral Objectives, \*Cognitive Style, Community Colleges, High School Equivalency Programs, Job Skills, Learning Activities, Learning Modules, \*Learning Processes, \*Literacy Education, Mathematical Applications, Metacognition, Problem Solving, Two Year Colleges

Identifiers—\*Workplace Literacy

This learning module is designed to enable participants from any workplace setting to identify their own learning styles and to raise awareness of how to work with other employees who have different learning styles. The module includes units for six class sessions. Each unit includes the following materials: rationale, learning objectives, curriculum notes and references for the instructor, course outline, introduction, evaluations, information sheets, problems to solve, transparency masters and pretests and posttests. The six sessions cover these topics: different learning styles, student assessment, problem solving through teamwork, methods of solving mathematical problems, reading and writing, and memory-building strategies. (KC)

**ED 380 652** CE 068 605

*Diller, Janelle Moore, Rita*

**Problem Solving: Workplace Strategies for Thoughtful Change.**

Colorado State Community Coll. and Occupational Education System, Denver; Pikes Peak Community Coll., Colorado Springs.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—94

Note—116p; For related documents, see CE 068 598-610.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Adult Basic Education, Behavioral Objectives, Brainstorming, Change Strategies, Community Colleges, \*Creative Thinking, High School Equivalency Programs, Job Skills, Learning Activities, Learning Modules, \*Literacy Education, Metacognition, \*Problem Solving, \*Thinking Skills, Two Year Colleges

Identifiers—\*Workplace Literacy

This learning module is designed to enable participants to look at problems from a variety of perspectives, to apply a basic problem-solving strategy, to implement a plan of action, and to identify problems that are of particular importance to their workplace. The module includes units for six class sessions. Each unit includes the following materials: rationale, learning objectives, curriculum notes and references for the instructor, course outline, introduction, evaluations, information sheets, prob-

lems to solve, and transparency masters. The six sessions cover these topics: looking at problems from a variety of perspectives, identifying a problem to solve, narrowing a problem, brainstorming, implementing a solution, and evaluating the problem-solving process that was chosen. (KC)

**ED 380 653** CE 068 606

*Travis, Lisa Watkins, Lisa*

**Workplace Communication: Meaningful Messages.**

Colorado State Community Coll. and Occupational Education System, Denver; Pikes Peak Community Coll., Colorado Springs.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—94

Note—228p; For related documents, see CE 068 598-610.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Adult Basic Education, Behavioral Objectives, Communication (Thought Transfer), \*Communication Skills, Community Colleges, High School Equivalency Programs, Learning Activities, Learning Modules, \*Literacy Education, Nonverbal Communication, Two Year Colleges, Verbal Communication

Identifiers—\*Workplace Literacy

This learning module emphasizes workplace communication skills with a special focus on the team environment. The following skills are addressed: speaking with clarity, maintaining eye contact, listening carefully, responding to questions with patience and an open mind, showing a willingness to understand, giving instructions clearly, and formulating questions, opinions and responses carefully. The module includes units for six class sessions. Each unit includes the following materials: rationale, learning objectives, curriculum notes and references for the instructor, course outline, introduction, evaluations, information sheets, problems to solve, and transparency masters, pretests and posttests, and course evaluations. (KC)

**ED 380 654** CE 068 607

*Wilson, Nancy Goschen, Claire*

**Workplace Math I: Easing Into Math.**

Colorado State Community Coll. and Occupational Education System, Denver; Pikes Peak Community Coll., Colorado Springs.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—94

Note—80p; For related documents, see CE 068 598-610.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Basic Education, Basic Skills, Behavioral Objectives, Community Colleges, High School Equivalency Programs, Job Skills, Learning Activities, Learning Modules, \*Literacy Education, Manufacturing, \*Mathematical Applications, \*Mathematics Instruction, \*Mathematics Skills, Printing, Problem Solving, Thinking Skills, Two Year Colleges

Identifiers—\*Workplace Literacy

This basic skills learning module includes instruction in performing basic computations, using general numerical concepts such as whole numbers, fractions, decimals, averages, ratios, proportions, percentages, and equivalents in practical situations. The problems are relevant to all aspects of the printing and manufacturing industry, with emphasis on basic measurement skills, converting fractions to decimals, reading a ruler, and figuring cost information that might be used in a customer service environment. The module includes units for six class sessions. Each unit includes the following materials: rationale, learning objectives, curriculum notes and references for the instructor, course outline, introduction, evaluations, information sheets, problems to solve, transparency masters, and pretests and posttests. Supplementary materials include a mathematics outline, a syllabus, pretest and posttest with answer keys, and handouts. (KC)

**ED 380 655** CE 068 608

*Wilson, Nancy Goschen, Claire*

**Workplace Math II: Math Works!**

Colorado State Community Coll. and Occupational Education System, Denver; Pikes Peak Community Coll., Colorado Springs.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Work-

place Literacy Program.

Pub Date—94

Note—63p; For related documents, see CE 068 598-610.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Basic Education, Behavioral Objectives, Community Colleges, High School Equivalency Programs, Job Skills, Learning Activities, Learning Modules, \*Literacy Education, Manufacturing, \*Mathematical Applications, \*Mathematics Instruction, \*Mathematics Skills, Printing, Problem Solving, Thinking Skills, Two Year Colleges

Identifiers—\*Workplace Literacy

This learning module, a continuation of the math I module, provides review and practice of the concepts explored in the earlier module at an intermediate level involving workplace problems. The following concepts are covered: instruction in performing basic computations, using general numerical concepts such as whole numbers, fractions, decimals, averages, ratios, proportions, percentages, and equivalents in practical situations. The problems are relevant to all aspects of the printing and manufacturing industry, with emphasis on measurement skills, converting fractions to decimals, reading a ruler, and figuring cost information that might be used in a customer service environment. The module includes units for six class sessions. Each unit includes the following materials: rationale, learning objectives, curriculum notes and references for the instructor, course outline, introduction, evaluations, information sheets, problems to solve, and transparency masters. Supplementary materials include a mathematics outline, a syllabus, pretest and posttest with answer keys, and handouts. (KC)

**ED 380 656** CE 068 609

*Moore, Rita Diller, Janelle*

**Workplace Reading I: Developing Useful Strategies.**

Colorado State Community Coll. and Occupational Education System, Denver; Pikes Peak Community Coll., Colorado Springs.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—94

Note—89p; For related documents, see CE 068 598-610.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Basic Education, Behavioral Objectives, Community Colleges, High School Equivalency Programs, Learning Activities, Learning Modules, \*Literacy Education, Reading Comprehension, \*Reading Instruction, Reading Processes, \*Reading Strategies, Two Year Colleges

Identifiers—\*Workplace Literacy

This learning module develops basic reading strategies of previewing new information, integrating knowledge, and recalling information in an organized way that may be applied to everyday life or work-specific settings. Vocabulary building and comprehensive recall techniques for a print-rich workplace setting are also emphasized. The module includes units for six class sessions. Each unit includes the following materials: rationale, learning objectives, curriculum notes and references for the instructor, course outline, introduction, evaluations, information sheets, problems to solve, and transparency masters, pretests and posttests, and course evaluations. (KC)

**ED 380 657** CE 068 610

*Moore, Rita*

**Workplace Reading II: Increasing Comprehension and Confidence.**

Colorado State Community Coll. and Occupational Education System, Denver; Pikes Peak Community Coll., Colorado Springs.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—94

Note—89p; For related documents, see CE 068 598-609.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Basic Education, Behavioral Objectives, Community Colleges, High School Equivalency Programs, Learning Activities, Learning Modules, \*Literacy Education, \*Reading Comprehension, \*Reading Instruction, Read-

ing Processes, Reading Strategies, Two Year Colleges

Identifiers—\*Workplace Literacy

This learning module focuses on reading for specific kinds of workplace information, interpreting that information, and summarizing main ideas. Identification of relevant details, facts, and specifications is explored, especially in reference to reading and interpreting technical materials or business correspondence. The module includes units for six class sessions. Each unit includes the following materials: rationale, learning objectives, curriculum notes and references for the instructor, course outline, introduction, evaluations, information sheets, problems to solve, and transparency masters, pretests and posttests, and course evaluations. (KC)

ED 380 658 CE 068 611

**Workforce Skills: Newsletter of the Skills for a Competitive Workforce Program, 1994.**

Colorado State Community Coll. and Occupational Education System, Denver.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—94

Note—23p.

Journal Cit—Workforce Skills; 1994

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Basic Skills, \*Classroom Techniques, \*Community Colleges, Coordination, Delivery Systems, Educational Practices, Labor Force Development, \*Literacy Education, \*Partnerships in Education, Problem Solving, Skill Development, \*Student Evaluation, Teaching Methods, Teamwork, Two Year Colleges

Identifiers—Colorado, \*Workplace Literacy

This document consists of the four issues of the newsletter "Workforce Skills" published during 1994. This newsletter contains a variety of articles about Colorado's Community College and Occupational Education System (CCOES) and about work force skills training developed and delivered by community colleges. Each newsletter includes some or all of the following: articles about developing, implementing, and/or evaluating work force skills training programs; a review of a resource for or about workplace literacy/workplace education; profiles of CCOES board members; and announcements of upcoming events related to workplace education. Among the topics covered are the following: the workplace learning grant awarded to CCOES; using assessment results for individual goal setting; sharing curriculum across sites; teaching problem solving; how the CCOES workplace education program has influence on participants' lives, skills for self-directed teams; communication skills for teams; using interviews, observations, and surveys to measure impact; using interactive "cool-down" techniques to promote retention of material, foster interaction in the workplace, and provide instructors with feedback about what students are learning; issues that company advisory boards/teams face as workplace partners; and basic skills competencies. (MN)

ED 380 659 CE 068 615

Tuma, John And Others

**Educational Attainment of 1980 High School Sophomores by 1992. 1992 Descriptive Summary of 1980 High School Sophomores 12 Years Later. High School and Beyond. Statistical Analysis Report.**

MPR Associates, Berkeley, CA.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-045538-3; NCES-95-304

Pub Date—Mar 95

Note—130p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Educational Attainment, Educational Attitudes, Employment Level, \*Employment Patterns, Family Attitudes, \*Family Life, Followup Studies, Grade 10, High Schools, \*High School Students, \*Outcomes of Education, Political Attitudes, Postsecondary Education, Salary Wage Differentials, Tables (Data), Voting, Work Attitudes

Identifiers—\*High School and Beyond (NCES), \*High School Sophomores

Data from the fourth follow-up to the High School and Beyond survey were analyzed to identify patterns in the educational attainment, employment outcomes, and family formation of the 1980 sophomore class in 1992. Those members of the 1980 sophomore class who set high goals in high school tended to have higher average levels of educational attainment 10 years after leaving high school than did those who had lower postsecondary expectation. Regardless of respondents' socioeconomic status or performance on standardized tests, those who delayed entry into postsecondary education were less likely to earn a bachelor's degree or higher. Earnings were significantly related to level of educational attainment. Married respondents earned more than those who were never married or divorced. Respondents' voting rates in the 1988 elections were positively associated with educational attainment. More than 95% of those surveyed valued success in work and having steady work, strong friendships, and better opportunities for their children, whereas only 56% felt that having money was important. Approximately half of the respondents had at least one child by 1992, and nearly 10% had three children. (Forty-six tables/figures are included. Appended are a glossary, technical notes, and nine essay standard error tables.) (MN)

ED 380 660 CE 068 616

**Building Effective Program Linkages. Lifelong Learning for Youth and Adults with Disabilities. Regional Symposium on Building Effective Program Linkages (1st, Saratoga, New York, May 3-5, 1992).**

New York State Education Dept., Albany. Office of Vocational and Educational Services for Individuals with Disabilities; Office of Special Education and Rehabilitative Services (ED), Washington, DC; Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—May 92

Note—57p.; For an earlier document, see ED 337 618. Photographs may not reproduce well.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, \*Adult Programs, \*Articulation (Education), Coordination, \*Disabilities, Educational Cooperation, Educational Planning, Educational Strategies, Government Role, Government School Relationship, \*Life-long Learning, \*Linking Agents, Partnerships in Education, Strategic Planning, Transitional Programs, \*Youth Programs

Identifiers—Americans with Disabilities Act 1990

This document summarizes the proceedings of a regional symposium held to discuss issues and develop recommendations regarding strategies for providing a continuum of lifelong learning opportunities for youth and adults with disabilities. Presented first are an overview of the symposium and summaries of the opening roundtable discussion and a session focusing on outcomes of transition planning, lifelong learning, implementation of the Americans with Disabilities Act, and coordination of lifelong learning systems. Presented next are the texts of two papers: "Enhancing Adult Outcomes for People with Disabilities" (Lawrence C. Gloeckler) and "America 2000: An Education Strategy" (Barry Stern). The symposium forum on transitional planning and programming is summarized as are symposium working sessions on the following topics: government's role in building partnerships, lifelong learning and educational strategies for adults with disabilities, personnel preparation and research dissemination, and transitions from school to adult education opportunities. The concluding statements of Michael Vadar, Barry Stern, and Lawrence Gloeckler and comments of 16 symposium participants are summarized. Appended are lists of symposium participants, facilitators, recorders, and committee members and the symposium agenda. (MN)

ED 380 661 CE 068 620

**Literacy and Adult Education in the 104th Congress: A Legislative Guide.**

National Inst. for Literacy, Washington, DC.

Pub Date—95

Note—53p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, \*Educational Legislation, Educational Pol-

icy, \*Federal Legislation, \*Literacy Education, Policy Formation, \*Politics of Education, Public Policy

Identifiers—\*Adult Education Act, Congress 104th, \*Reauthorization Legislation, Workplace Literacy

The purpose of this publication is to inform the literacy field of the effect that recent political changes in the U.S. Congress could have on the literacy and adult basic education (ABE) fields, how the various legislative processes work, and how individuals in the literacy field can participate in the legislative process. The various steps in the traditional legislative reauthorization process are outlined along with the roles played by federal agency staff and Congressional staff at each step of the reauthorization process. Steps that adult literacy and ABE practitioners can take to become involved in the reauthorization process are also listed. A timeline of key dates in the history of the Adult Education Act (AEA) is presented along with an annotated bibliography of three resources for literacy policy. The outlook on public policy affecting adult education and adult literacy programs in the 104th Congress, President Clinton's "Middle Class Bill of Rights," and House and Senate Republican proposals regarding education and training are discussed. The text of Title III of the AEA is appended. (MN)

ED 380 662 CE 068 621

Taji, Nancy Lydia

**The Easy Guide to Accredited Degrees through Correspondence. Earn Your Associates, Bachelors, Masters or Ph.D. from Accredited Colleges and Universities across the United States, While You Study at Home. 1st Edition.**

Pub Date—95

Note—163p.

Available from—Nancy Taji, 16415 Hwy. 441, N., Okeechobee, FL 34972 (\$21.95 plus \$3.50 shipping and handling; 5 or more copies, \$11.95).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, College Credits, \*Correspondence Study, \*Degree Requirements, Degrees (Academic), Doctoral Degrees, Doctoral Programs, Educational Finance, \*External Degree Programs, Higher Education, \*Independent Study, Masters Programs, Nontraditional Education

This guide lists 24 accredited colleges and universities that offer degrees through correspondence courses. The colleges and universities are listed in alphabetical order. Each listing includes the following: name of the institution, a short history, the regional accrediting body by which it is accredited, a brief introduction about how each degree program works, the address, telephone number and (in most cases) the name of the person to contact at each college or university. In addition, the guide presents information on selected courses for independent study, financial aid, testing out of course requirements, and work force knowledge. The following colleges and universities are listed: the American College; California Institute of Integral Studies; California State University; Electronic University Network (Heriot-Watt University of Edinburgh, Scotland); Embry-Riddle Aeronautical University; the Fielding Institute; Goddard College; University of Idaho; Lesley College; Liberty University; Mind Extension University; University of Oklahoma; Ottawa University; Regis University; Rogers State College; State University of New York, Empire State College; Saybrook Institute; Teachers College of Columbia University; the Union Institute; the University of the State of New York, Regents College; Vermont College; Thomas Edison State College; Ohio University; and Colorado State University. (KC)

ED 380 663 CE 068 630

Pettitt, Lisa M. And Others

**Middle School Students' Perceptions of Math and Science Abilities and Related Careers.**

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, MD.

Pub Date—95

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995). Funding also received from Girls Count. Available from—Lisa M. Pettitt, Dept. of Psychology, University of Denver, 2155 South Race St., Denver, CO 80208.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Development, Career Education, Family Work Relationship, Intermediate Grades, Junior High Schools, \*Junior High School Students, Mathematics Anxiety, \*Middle Schools, Nontraditional Occupations, \*Occupational Aspiration, Occupational Information, Science Careers, \*Science Interests, \*Sex Differences, Sex Stereotypes, Student Attitudes, Tables (Data), Work Attitudes

Identifiers—\*Mathematics Interests, \*Middle School Students

A total of 162 students from a suburban Denver middle school were surveyed to determine the following: their career aspirations, whether they perceive differences in society's acceptance of certain career choices for women versus men, the relationship between their perceptions of their abilities and their desire for certain jobs, and possible relationships between jobs they would not like to hold and their endorsement of reasons for not wanting certain jobs and/or their concerns about balancing career and family. The survey revealed that, although girls and boys believe society accepts multiple career options for women and men, their own career aspirations remain fairly sex stereotyped. Girls considered themselves capable of succeeding in doctor/veterinary jobs but not science-related jobs, whereas boys showed the reverse pattern. Neither girls nor boys saw a relationship between science abilities and ability to succeed at doctor/veterinary careers. They did, however, see some relationship between science ability and success in science-related careers. It was concluded that both girls and boys need more information about the requirements of particular career options and additional encouragement to consider the rewards of a variety of types of work. (Seventeen figures/tables are included.) (MN)

ED 380 664 CE 068 634

Harrison, Bennett. And Others

Building Bridges. Community Development Corporations and the World of Employment Training.

Spons Agency—Ford Foundation, New York, N.Y. Pub Date—Jan 95

Note—94p; Photographs may not reproduce well. Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, \*Community Development, Compliance (Legal), Economic Development, \*Education Work Relationship, \*Employment Programs, Federal Legislation, \*Federal Programs, \*Job Training, Networks, Postsecondary Education, \*Program Implementation, Program Improvement, Secondary Education, State Programs

Identifiers—Job Training Partnership Act 1982

Based on interviews with Community Development Corporation (CDC) personnel from many organizations conducted at 10 sites throughout the country, this report presents an overview of CDCs and employment training, supported by detailed case studies. The report is organized in six chapters on the following topics: employment training and the changing labor force, networks and community development, opportunities, frustrations, prospects for employment training, and building bridges between community development and employment training. Nineteen case studies are used to illustrate CDCs in action and to suggest ways that CDCs can best provide employment training within the existing structures in communities. The report includes a glossary of 46 acronyms used in the field of community development and employment training. (KC)

ED 380 665 CE 068 636

Howard, Elizabeth. And Others

JPA Classroom.

National Association of Veteran Police Officers, Austin, TX.

Pub Date—94

Note—10p.

Available from—National Association of Veteran Police Officers, 2520 Longview Street, Suite 405, Austin, TX 78705 (guide and videotape: \$10).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, Conflict Resolution, Crime, Crime Prevention, Criminal Law, Intermediate Grades, Junior High Schools, \*Law

Enforcement, \*Law Related Education, Learning Activities, Lesson Plans, Middle Schools, Parole Officers, \*Police, Police Action, Police Community Relationship, \*Police School Relationship, Teaching Methods, Units of Study

Identifiers—\*Junior Police Academy

This instructional guide offers classroom lesson plans that can be used by teachers or police officers with a videotape to present a "Junior Police Academy" (JPA) program for middle school students. The guide also contains lesson plans and student activities to be used independently of the videotape. Following a description of the goals of the program, the guide contains six units that cover the following topics: (1) an introduction to the Junior Police Academy; (2) job descriptions and police technology; (3) high speed chases; (4) conflict resolution; (5) parole officers; and (6) police handling of mentally ill persons. An optional lesson plan presents a scenario of a car theft. Each lesson plan includes an instructor's summary of the lesson, a step-by-step sequence for conducting the lesson, and learning activities. The instructional guide also contains ideas for using the program with examples from other schools, a sample press release, and further information about the JPA program. (KC)

ED 380 666 CE 068 638

Reger, Janet

Suggested Resources for Literacy Programs. Second Edition.

Manitoba Dept. of Education and Training, Winnipeg. Literacy and Continuing Education Branch. Spons Agency—National Literacy Secretariat, Ottawa (Ontario).

Pub Date—94

Note—155p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Adult Programs, Adult Students, \*Educational Resources, Foreign Countries, \*High Interest Low Vocabulary Books, \*Instructional Materials, \*Literacy Education, \*Mathematics Instruction, Science Materials

Identifiers—Canada

This annotated bibliography lists more than 340 resources for adult literacy programs (especially in Canada). All materials are listed by title, grade levels, prices, International Standard Book Numbers, and order numbers are included when available. Resources that include skills instruction are grouped into the following sections: reading, spelling and vocabulary, writing, learner and tutor writings, numeracy (print materials and games and concrete materials), social studies, science, General Educational Development test preparation, aboriginal materials (American Indian and Eskimo culture), English as a Second Language, and life skills (employment readiness and job search, health and safety, financial skills, family life, and other life skills). A large section lists 45 resources for leisure reading for adult new readers (many of the resources list large sets of books); teacher resources, a suggested core resource list, and a list of publishers' addresses and telephone numbers conclude the bibliography. (KC)

ED 380 667 CE 068 639

Nixon-Powder, Sarah

Eduard C. Lindeman. Leaders in the Field of Adult Education.

Kent State Univ., OH. Ohio Literacy Resource Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Apr 95

Note—3p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, \*Adult Learning, Adult Students, Andragogy, \*Discussion (Teaching Technique), \*Educational History, \*Educational Philosophy, Educational Trends, Group Discussion, Teaching Methods

Identifiers—\*Lindeman (Eduard)

Eduard Lindeman (1885-1953) is considered a major philosopher of adult education in the United States. Lindeman advocated the use of adult learning groups and believed that adult education was a force for constructive social action. In his most important work, "The Meaning of Adult Education" (1926), Lindeman discussed four principles of adult education: (1) education is a life-long process; (2) adult education is non-vocational; (3) adult education should emphasize situations, not subjects; and (4) adult education should place primary emphasis on the learner's experiences. Lindeman's methods of adult education stressed the importance of discussion. He believed that the curriculum should focus on the method instead of content. Through the 1940s, his curriculum ideas became more specific. He stated that the maintenance of a democratic society should be used as the curricular agenda for the discussion groups. Lindeman decried the use of textbooks, relying instead on the adult learner's experience, and he believed that education should be multicultural, rather than Eurocentric. Lindeman's ideas are reflected in adult education today. Adult literacy programs are moving toward small group instruction, whereas community-based programs are moving away from teacher-centered curriculum. An increased emphasis on multiculturalism is also evident. (KC)

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ED 380 668 CE 068 646

Perin, Dolores

Relationships between Student Variables and Pre-Post Gain in a Workplace Literacy Program.

Pub Date—2 Dec 94

Note—16p; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, December 2, 1994).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adult Basic Education, \*Adult Literacy, Adult Programs, \*Literacy Education, \*Outcomes of Education, \*Prediction, Pretests Posttests, Staff Development, \*Student Characteristics, Student Motivation

Identifiers—\*Workplace Literacy

Five pre- and postevaluations were administered to 413 therapy aides who had participated in a workplace literacy program (which 273 had completed) to upgrade their job-specific reading, writing, and oral communication skills in five New York City psychiatric hospitals. Four of the measures showed significant pre-post gain. The data were then examined to determine whether the amount of gain could be predicted by four different kinds of variables: (1) student demographics, (2) newspaper-reading practices and knowledge of current affairs, (3) number of hours of instruction, and (4) students' learning goals. The analysis showed that although there was significant pre-post gain on four of the five outcome measures, the amount of absolute gain was small. The small amount of absolute gain in combination with the relative heterogeneity of the population led to difficulty in obtaining significant predictors of gain. However, subsequent informal analysis of the data revealed that a greater amount of gain was associated with the following factors: a tendency to follow current affairs, frequency of newspaper reading, a match between the worker's learning goal and the purpose of the course, higher educational level and educational credentials, and possibly lower age and fewer years in the job. Number of hours in instruction predicted gain for only two of the outcome measures, only one of which measured actual literacy skills. The research suggested that when the sample is heterogeneous, as it typically is in the adult literacy population, small group comparisons are more promising than large group analyses. (KC)

ED 380 669 CE 068 648

VandeGrift, Judith A. And Others

Arizona's Youth-Arizona's Jobs. An Introduction to School-to-Work Transitions in Arizona.

Arizona State Univ., Tempe. Morrison Inst. for Public Policy.

Pub Date—Mar 95

Note—110p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Economic Development, \*Educational Needs, \*Education Work Relationship, Employment Programs, \*Futures (of Society), Postsecondary Education, Secondary Education, \*State Programs, Statewide Planning, Technical Education, \*Vocational Education

Identifiers—\*Arizona

This report provides a formative analysis of youth demographics and employment and training issues in the state of Arizona. The report clarifies issues of workforce supply and demand—as they pertain specifically to Arizona's youth—and explores the match between work force demand and training programs. It is based on information gathered and synthesized

on demographic and geographic trends describing Arizona's youth population, employment trends and labor market information, and information about existing work force preparation programs that serve Arizona's youth. The report concludes that, although the composition of Arizona's youth and the composition of Arizona's future job market suggest that there will be no mismatch between supply and demand, the match suggested is one between uneducated or undereducated workers with unskilled and semi-skilled jobs. In an era of equal opportunity, the statistics paint a picture of inequality. In disproportionate numbers, poverty, minority status, and poor academic standing are associated. The report suggests that education should be improved to prepare students for higher-level technical jobs. The report includes 13 tables and 14 figures, and 4 appendices providing information on the following: (1) students with disabilities by type of disability; (2) public sector vocational-technical education programs; (3) Arizona employment program summary; and (4) economic conditions in Arizona. Contains 128 references. (KC)

ED 380 670 CE 068 651

Webb, Carolyn H.  
Attrition Study of Ohio's Schools of Practical Nursing.  
Pub Date—94  
Note—12p.  
Pub Type—Reports - Research (143) — Tests/Questionnaires (160)  
EDRS Price - MF01/PC08 Plus Postage. PC Not Available from EDRS.

Descriptors—Dropout Prevention, \*Nursing Education, Postsecondary Education, \*Practical Nursing, \*School Holding Power, \*Student Attrition

Identifiers—Ohio

The 40 schools of practical nursing in Ohio have been challenged, along with all vocational education programs, by the State Board of Education to meet the need for a modern vocational and career education system. One of the goals that must be achieved to meet this challenge is to ensure successful completion of at least 80 percent of the students entering these programs. In order to determine the attrition rate of Ohio's schools of practical nursing, a questionnaire was developed and mailed to all of Ohio's schools. Twenty-three of the 40 schools responded to the survey (58 percent). The responses showed that Ohio schools of practical nursing had an attrition rate of just under 20 percent and thus were meeting the goals of the State Board of Education. Some schools, however, had much higher than average rates. The study concluded that the staff of the schools that were not meeting the 80 percent retention rate should focus on ways to decrease attrition. (The survey is included in the report.) (KC)

ED 380 671 CE 068 656

Performance Report for Vocational Education in Iowa, Fiscal Year 1994.

Iowa State Dept. of Education, Des Moines. Bureau of Technical and Vocational Education.

Pub Date—94  
Note—140p.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Standards, Adult Education, Annual Reports, Articulation (Education), Career Counseling, Career Guidance, Community Colleges, Community Education, Community Organizations, Consumer Economics, Consumer Education, Correctional Education, Disabilities, Disadvantaged, Displaced Homemakers, Enrollment, Females, Financial Support, Home Economics, Job Training, Limited English Speaking, One Parent Family, Professional Development, \*Program Development, \*Program Effectiveness, Secondary Education, Sex Fairness, Special Needs Students, \*Statewide Planning, \*Technology Education, Tech Prep, Two Year Colleges, Unwed Mothers, \*Vocational Education, Vocational Education Teachers

Identifiers—\*Carl D Perkins Voc and Appl Techn Educ Act 1990, \*Iowa

This report summarizes 1993-1994 program year developments in Iowa's vocational and applied technology programs funded under the 1990 Perkins Act. The following topics are covered in the report's 12 chapters: progress made in developing performance standards and actual performance standards/core measures developed; secondary, postsecondary, and adult occupational preparation programs; programs for single parents, displaced

homemakers, and single pregnant women; sex equity programs/activities; programs for criminal offenders in corrections institutions; programs for special populations (individuals with disabilities, students with limited English proficiency, and disadvantaged students); state leadership and professional development; community-based organizations; consumer and home economics education; tech prep; activities undertaken to achieve integration of academics into vocational education; and career guidance and counseling. Each chapter includes information about some or all of the following: new programs, dropped programs, number of students/clients served, enrollment patterns, program goals and degree of their attainment, program activities/services, program funding, program outcomes, special delivery methods, success stories, and services most needed. Twenty-one tables are included. (MN)

ED 380 672 CE 068 658

State of Maine Annual Performance Report on Applied Technology Programs Funded under the Carl D. Perkins Vocational and Applied Technology Act (P.L. 101-392). Program Year 1993-1994.

Maine State Dept. of Education, Augusta. Div. of Applied Technology.

Pub Date—Dec 94  
Note—125p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, Annual Reports, Articulation (Education), Career Counseling, Career Guidance, Community Colleges, Community Education, Community Organizations, Consumer Economics, Consumer Education, Correctional Education, Disabilities, Disadvantaged, Displaced Homemakers, Enrollment, Females, Financial Support, Home Economics, Job Training, Limited English Speaking, One Parent Family, Professional Development, \*Program Development, \*Program Effectiveness, Secondary Education, Sex Fairness, Special Needs Students, \*Statewide Planning, \*Technology Education, Tech Prep, Two Year Colleges, Unwed Mothers, \*Vocational Education, Vocational Education Teachers

Identifiers—\*Carl D Perkins Voc and Appl Techn Educ Act 1990, \*Maine

This report summarizes 1993-1994 program year developments in Maine's applied technology programs funded under the 1990 Carl D. Perkins Act. The first section highlights the following program activities: continued development of Maine's integrated school-to-work transition system, which will allow secondary students to choose one of six career opportunities pathways as part of their individual opportunity plan; expansion of tech prep and applied technology programs; adoption of a revised set of standards and measures for applied technology programs; and work toward creation of a Universal Student Information System. The program overview is followed by 17 performance reports detailing 1993-1994 activities in the following areas: secondary, postsecondary, and adult occupational preparation programs; single parents, displaced homemakers, single pregnant women, and sex equity programs; programs for criminal offenders; programs for special populations; state leadership and professional development; community-based organization support; consumer and home economics education; tech prep; and career guidance and counseling. Each performance report includes some or all of the following: number of students/clients served; program goals and activities; program budgets; program outcomes; and miscellaneous program materials (including sample syllabi, agreements, and assessment instruments). (MN)

ED 380 673 CE 068 662

Workplace Skills Enhancement Project. Final Report.

Seattle-King County Private Industry Council, Seattle, WA.

Spons Agency—Office of Vocational and Adult Education (ED). Washington, DC. National Workplace Literacy Program.

Pub Date—94  
Contract—V198A20111

Note—49p.; For the 1992 Final Report, see ED 359 834.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Liter-

acy, Agency Cooperation, \*Limited English Speaking, \*Literacy Education, \*Partnerships in Education, Program Development, Program Evaluation, Public Agencies, Questionnaires, Reading Skills, \*Refugees, Skill Development, Tables (Data)

Identifiers—Private Industry Council, \*Workplace Literacy

The Seattle-King County Private Industry Council developed and delivered a workplace literacy program in partnership with the following agencies: Employment Opportunities Center, Refugee Federation Services Center, and Center for Career Alternatives. The program provided significant workplace literacy skills to 325 actual enrollees (266 Asian, 15 Black, 20 Hispanic, and 24 White refugees) employed by 15 different employers in the communications equipment, manufacturing, nursing home, electronics, hotel, health insurance, and education sectors. A total of 461 program slots were filled, and 381 individuals (80%) completed the program. Employer support of the workplace literacy program was clearly evident in visitations by an outside consultant. Ninety percent of the supervisors interviewed noted increases in the workplace communication and reading skills of their employees after participation in the program. (Appendices constituting approximately 40% of this report contain the following: briefing paper on the effectiveness of the worker-directed model, report on inclusion of native speakers of English with non-native speakers in workplace literacy classes, and workplace literacy needs assessment questionnaire for companies/businesses. A summative evaluation report by an independent evaluator is also included.) (MN)

ED 380 674 CE 068 664

Alliance for Workforce Skills. Final Report. Summative Evaluation Report.

Capital Community-Technical Coll., Hartford, CT; Greater Hartford Alliance for Literacy, CT.

Spons Agency—Office of Vocational and Adult Education (ED). Washington, DC. National Workplace Literacy Program.

Pub Date—95  
Contract—V198A30236

Note—177p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Adult Basic Education, Adult Literacy, \*Basic Skills, \*Cooperative Programs, Coordination, Corporate Support, \*Curriculum Development, English (Second Language), High School Equivalency Programs, Job Skills, Job Training, \*Literacy Education, \*Partnerships in Education, Program Development, Program Effectiveness, Program Evaluation, Program Implementation, School Business Relationship, Unemployment

Identifiers—Workplace Literacy

The Alliance for Workforce Skills (AWS), a public/private partnership, provided adult basic skills training to employed and unemployed men and women in the Greater Hartford area. Many goals were not met, due in large part to the massive downturn in the Hartford economy. Only one of the four sponsoring corporations was still an active AWS partner at the expiration of the grant. Only 360 employees of the 520 projected received training, but other accomplishments were achieved: development and refinement of standardized approaches to curriculum development, instructional delivery, and evaluation systems. At the Center for Professional Advancement, 433 unemployed participants were trained in basic skills areas. Members of the AWS collaborative were extremely committed to the role of the private sector as educational leaders and advocates. Dissemination activities were targeted toward corporations, colleges, and employment training/adult education programs. The partner corporations' ability and will to collect training data were seriously hindered by massive layoffs, continuous threats of layoffs, and waves of restructuring. (Appendices include the curriculum development process, learning objectives, and evaluation instruments. The summative evaluation report by the independent evaluator provides financial information and finds that program effectiveness was adversely affected by the economic situation.) (YLB)

ED 380 675 CE 068 666

Owens, Thomas R.

Seattle Tech Prep Demonstration Project. Final Evaluation Report.

RIE AUG 1995

Northwest Regional Educational Lab., Portland, OR. Education and Work Program.

Pub Date—30 Dec 94

Note—35p.; For a related document, see CE 068 667.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Articulation (Education), Community Colleges, Comparative Analysis, \*Consortia, Cooperative Planning, Demonstration Programs, Educational Cooperation, Enrollment Trends, Outcomes of Education, Partnerships in Education, Program Development, Program Effectiveness, \*Regional Planning, Secondary Education, Student Characteristics, \*Tech Prep, Two Year Colleges, \*Vocational Education

The Seattle (Washington) Tech Prep Demonstration Project involves the following consortium partners: North Seattle, Seattle Central, and South Seattle community colleges; 13 secondary schools of the Seattle School District; 8 businesses; an industrial association; and a labor union. The demonstration project was subjected to a comprehensive evaluation using the following methodologies: surveys of 1,897 tech prep students, interviews with key individuals, content and context analyses, focus group with tech prep students from two schools, observation of applied academic and professional technical education classes, and conduct of a local inventory. It was discovered that the tech prep program draws significantly larger percentages of minority students and students with lower grade point averages into community colleges. Because tech prep program graduates enrolled at four-year colleges at the same rate as non-tech prep graduates, the tech prep program was also concluded to be a good option for higher ability students. The evaluation team issued recommendations calling for the following: development of a clear vision of tech prep and its future; more intensive work to increase student, staff, parent, and employer awareness of tech prep; and improvement of methods to identify, monitor, and assess tech prep students' experiences and outcomes. (Nineteen tables/figures are included.) (MN)

ED 380 676

CE 068 667

Owens, Thomas R.

Mt. Hood Tech Prep Demonstration Project. Final Evaluation Report.

Northwest Regional Educational Lab., Portland, OR. Education and Work Program.

Pub Date—30 Dec 94

Note—28p.; For a related document, see CE 068 666.

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Apprenticeships, \*Articulation (Education), Community Colleges, Comparative Analysis, \*Consortia, Cooperative Planning, Demonstration Programs, Educational Cooperation, Partnerships in Education, Program Effectiveness, Questionnaires, \*Regional Planning, Secondary Education, Student Attitudes, Student Characteristics, Student Surveys, \*Tech Prep, Two Year Colleges, \*Vocational Education

The Mt. Hood Tech Prep Demonstration Project provides technical education to students in grades 9-14 plus opportunities to continue into apprenticeship or four-year college programs. The consortium includes seven Oregon local school districts, Mt. Hood Community College (MHCC), and active business and industry partners. An estimated 1,500 students in each of grades 9-12 participated in tech prep courses during 1993. The demonstration project was subjected to a formal evaluation that was designed by an evaluation advisory committee of secondary and postsecondary personnel. Among the major evaluation activities conducted were the following: comprehensive local tech prep inventory documenting the project's structure and activity; survey of 2,391 consortium students; and articulation study of transcript data of 1,550 MHCC students, 114 of whom had received articulated credit from MHCC for tech prep courses completed in high school. The following recommendations were formulated: more intensive work to increase awareness/understanding of tech prep among students, staff, parents, and employers, improved methods of identifying and monitoring the progress of tech prep program students and completers, and continued development of a student management information system that includes an analysis of the courses completed by the students. (Twenty-three tables/figures

are included. Appended is the consortium student survey instrument and tallied responses.) (MN)

ED 380 677

CE 068 670

Medina, Muriel And Others

Guide to Contextualized Workplace Tutoring. Administrator's Guide to Implementing Contextualized Workplace Tutoring.

State Univ. of New York, Albany. Rockefeller Coll. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Nov 94

Note—160p.; For related documents, see ED 367 809 and CE 068 671-680.

Available from—Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Basic Education, Basic Skills, \*Child Caregivers, Child Care Occupations, Evaluation Methods, Job Skills, \*Literacy Education, \*Reading Skills, Residential Institutions, Service Workers, Teaching Guides, Teaching Methods, \*Tutoring, Tutors, \*Volunteer Training, \*Writing Skills, Youth Problems, Youth Programs

Identifiers—\*Workplace Literacy

This guide is designed to be used by Literacy Volunteers of America (LVA)—New York State tutors providing services to Youth Division Aides (YDAs) of the New York State Division for Youth. (YDAs supervise youth living in the state residential care system.) It describes ways in which tutors can build on the learning that takes place during Essential Communication and Documentation Skills, the in-service training provided to YDAs. Section 1 describes training available to LVA tutors, qualifications for volunteer tutors who provide contextualized tutoring, and duties. Section 2 describes the New York State Division for Youth (DFY) Essentials Program—the curriculum content, learning processes, and assessment. Section 3 provides suggestions for working with the YDA's individual development plan and helping the YDA develop plans for reaching goals. Section 4 guides the tutor in planning lessons that adapt the instructional approaches to the YDA's work-related reading goals. Section 5 emphasizes the importance of writing in daily work and helps the tutor teach job-related writing. Section 6 presents assessment as a natural part of tutoring and describes portfolio assessment. Section 7 gives a brief description of the four types of youth residential facilities and gives the tutor an idea of what a YDA is expected to do on the job. An appendix includes resources to use in planning the tutoring sessions as well as an 8-item list of additional resources the tutor may find useful. The companion publication provides information the affiliate administrator needs for taking YDAs into their programs as learners. Three sections cover the following: tutor requirements; intake, monitoring, and tutor support; and reporting process. (YLB)

ED 380 678

CE 068 671

Medina, Muriel And Others

Essential Communication and Documentation Skills. Module: Introduction and Orientation to the Program.

State Univ. of New York, Albany. Rockefeller Coll. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Jul 94

Note—84p.; For related documents, see CE 068 670-680.

Available from—Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, Basic Skills, Behavioral Objectives, \*Child Caregivers, Child Care Occupations, \*Communication Skills, Curriculum Guides, Inservice Education, Instructional Materials, Job Skills, Learning Activities, Learning Modules, \*Literacy Education, Residential Institutions, Social Services, Student Evaluation, Youth Problems, Youth Programs

Identifiers—\*Workplace Literacy

This module is the first of 10 in the Essential Communication and Documentation Skills curricu-

lum. It establishes the program objectives and sets the tone for the full week of training. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff in the workplace areas of observation, reading, writing, listening, speaking, and decision making using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. This module, an introduction and orientation to the training program, is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, options or variations in delivery and a 5-item list of references. The presentation overview describes the method, purpose, and estimated time of the following activities: introductions, ground rules, the effective learner, what I know about myself as a learner, summary, and pre-training assessment. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. (YLB)

ED 380 679

CE 068 672

Medina, Muriel And Others

Essential Communication and Documentation Skills. Module: Observation Skills.

State Univ. of New York, Albany. Rockefeller Coll. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Jul 94

Note—72p.; For related documents, see CE 068 670-680. Contains photographs that will not reproduce well.

Available from—Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Basic Skills, Behavioral Objectives, \*Child Caregivers, Child Care Occupations, \*Communication Skills, Curriculum Guides, Inservice Education, Instructional Materials, Job Skills, Learning Activities, Learning Modules, \*Literacy Education, \*Nonverbal Communication, \*Observation, Residential Institutions, Social Services, Student Evaluation, Youth Problems, Youth Programs

Identifiers—\*Workplace Literacy

This module is the second of 10 in the Essential Communication and Documentation Skills curriculum. It develops observation, a workplace literacy skill identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth (DFY) direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. The module is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, and options or variations in delivery. The presentation overview lists the method, purpose, and estimated time for the following activities: introduction to observation, observing environmental factors—the safety and security of residents, strategies and guidelines for observing the environment, the power of personal cues—nonverbal communication and observation, observing human factors—the safety and security of residents, DFY youth and nonverbal communication, acting out, and summary and closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. (YLB)

**ED 380 680** CE 068 673*Medina, Muriel And Others*

**Essential Communication and Documentation Skills. Module: Decision Making.**  
State Univ. of New York, Albany. Rockefeller Coll. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Jul 94

Note—59p.; For related documents, see CE 068 670-680.

Available from—Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Adult Basic Education, Basic Skills, Behavioral Objectives, \*Child Caregivers, Child Care Occupations, \*Communication Skills, Curriculum Guides, Decision Making, \*Decision Making Skills, Inservice Education, Instructional Materials, Job Skills, Learning Activities, Learning Modules, \*Literacy Education, Problem Solving, Residential Institutions, Social Services, Student Evaluation, Youth Problems, Youth Programs

**Identifiers**—\*Workplace Literacy

This module is the third of 10 in the Essential Communication and Documentation Skills curriculum. It develops decision making, a workplace literacy skill identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. The module is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, and options or variations in delivery. The presentation overview lists the method, purpose, and estimated time for the following activities: decisions on the job, identifying the decision-making process, using the decision-making process, factors that influence decision making, the decision that didn't work, improving decision making on the job, and summary and closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. (YLB)

**ED 380 681** CE 068 674*Medina, Muriel And Others*

**Essential Communication and Documentation Skills. Module: Listening and Speaking.**  
State Univ. of New York, Albany. Rockefeller Coll. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Jul 94

Note—65p.; For related documents, see CE 068 670-680.

Available from—Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Adult Basic Education, Basic Skills, Behavioral Objectives, \*Child Caregivers, Child Care Occupations, \*Communication Skills, Curriculum Guides, Inservice Education, Instructional Materials, Job Skills, Learning Activities, Learning Modules, \*Listening Skills, \*Literacy Education, Residential Institutions, Social Services, \*Speech Skills, Student Evaluation, Verbal Ability, Youth Problems, Youth Programs

**Identifiers**—\*Workplace Literacy

This module is the fourth of 10 in the Essential Communication and Documentation Skills curriculum. It develops listening and speaking, workplace literacy skills identified as being directly related to the job of the direct care worker. The curriculum is

designed to improve the competence of New York State Division for Youth direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. The module is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, and a six-item list. The presentation overview lists the method, purpose, and estimated time for the following activities: introduction, truths and myths about communication and the four Cs (clear, correct, complete, concise), module objectives, meanings are in people, communication skills model, dictionary of resident slang, active listening, feedback, and summary and closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. (YLB)

**ED 380 682** CE 068 675*Medina, Muriel And Others*

**Essential Communication and Documentation Skills. Module: Giving Directions to Residents.**  
State Univ. of New York, Albany. Rockefeller Coll. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Jul 94

Note—46p.; For related documents, see CE 068 670-680.

Available from—Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Adult Basic Education, Basic Skills, Behavioral Objectives, \*Child Caregivers, Child Care Occupations, \*Communication Skills, Curriculum Guides, Inservice Education, Instructional Materials, Job Skills, Leadership, Learning Activities, Learning Modules, \*Literacy Education, Residential Institutions, Role Playing, Social Services, \*Speech Skills, Student Evaluation, \*Supervision, Verbal Ability, Youth Problems, Youth Programs

**Identifiers**—\*Workplace Literacy

This module is the fifth of 10 in the Essential Communication and Documentation Skills curriculum. It develops the ability to give directions, a workplace literacy skill identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. The module is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, options or variations in delivery, and one reference. The presentation overview lists the method, purpose, and estimated time for the following activities: introduction, giving directions to residents—role play 1, the direction giving continuum, giving directions to residents—role play 2, and summary and closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. (YLB)

**ED 380 683** CE 068 676*Medina, Muriel And Others*

**Essential Communication and Documentation Skills. Module: Making Oral Reports.**  
State Univ. of New York, Albany. Rockefeller Coll. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

ucation (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Jul 94

Note—65p.; For related documents, see CE 068 670-680.

Available from—Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Adult Basic Education, Basic Skills, Behavioral Objectives, \*Child Caregivers, Child Care Occupations, \*Communication (Thought Transfer), \*Communication Skills, Curriculum Guides, Inservice Education, Instructional Materials, Job Skills, Learning Activities, Learning Modules, \*Literacy Education, Residential Institutions, Role Playing, Social Services, \*Speech Skills, Student Evaluation, Verbal Ability, Youth Problems, Youth Programs

**Identifiers**—\*Oral Reports, \*Workplace Literacy

This module is the sixth of 10 in the Essential Communication and Documentation Skills curriculum. It develops the ability to make oral reports, a workplace literacy skill identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. The module is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, options or variations in delivery, and one reference. The presentation overview lists the method, purpose, and estimated time for the following activities: introduction; the key elements of the communication process—message, sender, receiver, intention, environment; oral reporting—a case study; active listening and oral reporting—using clarifying questions; oral reporting—a role play; oral reporting on the job—a practice situation; and summary and closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. (YLB)

**ED 380 684** CE 068 677*Medina, Muriel And Others***Essential Communication and Documentation****Skills. Module: Reading on the Job.**

State Univ. of New York, Albany. Rockefeller Coll. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Jul 94

Note—106p.; For related documents, see CE 068 670-680.

Available from—Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors**—Adult Basic Education, Basic Skills, Behavioral Objectives, \*Child Caregivers, Child Care Occupations, \*Communication Skills, Curriculum Guides, Inservice Education, Instructional Materials, Job Skills, Learning Activities, Learning Modules, \*Literacy Education, \*Reading Instruction, \*Reading Skills, Residential Institutions, Social Services, Student Evaluation, Youth Problems, Youth Programs

**Identifiers**—\*Workplace Literacy

This module is the seventh of 10 in the Essential Communication and Documentation Skills curriculum. It develops reading on the job, a workplace literacy skill identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum,

and how to implement the program. The module is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, and options or variations in delivery. The presentation overview lists the method, purpose, and estimated time for the following activities: introduction, deciding what is easy and difficult to read, using prereading techniques, using skimming techniques, using scanning techniques, using semantic mapping techniques, reading for comprehension and remembering details, remembering and communicating detailed information, bringing it all together, and summary and closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. An additional section of reading reference materials is provided. (YLB)

ED 380 685 CE 068 678

Medina, Muriel And Others

**Essential Communication and Documentation Skills. Module: Form Documentation.**

State Univ. of New York, Albany. Rockefeller Coll. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Jul 94  
Note—102p.; For related documents, see CE 068 670-680.

Available from—Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, Basic Skills, Behavioral Objectives, \*Child Caregivers, Child Care Occupations, \*Communication Skills, Curriculum Guides, \*Documentation, Inservice Education, Instructional Materials, Job Skills, Learning Activities, Learning Modules, \*Literacy Education, \*Recordkeeping, \*Records (Forms), Residential Institutions, Social Services, Student Evaluation, Writing Skills, Youth Problems, Youth Programs

**Identifiers—\*Workplace Literacy**

This module is the eighth of 10 in the Essential Communication and Documentation Skills curriculum. It develops skill in form documentation, a workplace literacy skill identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth (DFY) direct care staff using contextualized workplace learning materials. The preface and introduction provides information on the curriculum's structure, how to use the curriculum, and how to implement the program. The module is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, options or variations in delivery, and one reference. The presentation overview lists the method, purpose, and estimated time for the following activities: introduction, developing skills for approaching form documentation, applying form documentation skills, completing the youth transfer record, form documentation and DFY policy, assessing DFY forms, and summary and closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. An additional section of forms is provided. (YLB)

ED 380 686 CE 068 679

Medina, Muriel And Others

**Essential Communication and Documentation Skills. Module: Writing Your Logs and Reports.**

State Univ. of New York, Albany. Rockefeller Coll.

RIE AUG 1995

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Jul 94

Note—87p.; For related documents, see CE 068 670-680.

Available from—Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, Basic Skills, Behavioral Objectives, \*Child Caregivers, Child Care Occupations, \*Communication Skills, Curriculum Guides, Editing, Inservice Education, Instructional Materials, Job Skills, Learning Activities, Learning Modules, \*Literacy Education, \*Recordkeeping, Records (Forms), \*Reports, Residential Institutions, Social Services, Student Evaluation, Writing Skills, Youth Problems, Youth Programs

**Identifiers—\*Workplace Literacy**

This module is the ninth of 10 in the Essential Communication and Documentation Skills curriculum. It develops the ability to write logs and reports, a workplace literacy skill identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, and options or variations in delivery. The presentation overview lists the method, purpose, and estimated time for the following activities: introduction; preparing to write unit log entries; preparing to write behavior/incident/activity reports; developing skits; preparing for observation and documentation of skit activities; skit performance, observation, log writing, and report writing—part 1; review of writing mechanics; behavior/incident/activity report editing process—self-assessment; behavior/incident/activity report editing process—working with an editing partner; re-writing the reports; debriefing discussion; skit performance, observation, and log writing—part 2; report writing—part 2; self-assessment—part 2; working with an editing partner—part 2; re-writing—part 2; critiquing the process—celebrating the products; and summary and closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. (YLB)

ED 380 687 CE 068 680

Medina, Muriel And Others

**Essential Communication and Documentation Skills. Module: Final Assessment and Action Planning.**

State Univ. of New York, Albany. Rockefeller Coll. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Jul 94

Note—113p.; For related documents, see CE 068 670-679.

Available from—Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, Basic Skills, Behavioral Objectives, \*Child Caregivers, Child Care Occupations, \*Communication Skills, Curriculum Guides, \*Individualized Education Programs, Inservice Education, Instructional Materials, Job Skills, Learning Activities, Learning Modules, Learning Strategies, \*Literacy Education, Planning, Residential Institutions, \*Self Evaluation (Individuals), Social Services, Student Evaluation, Youth Problems, Youth Programs

**Identifiers—\*Workplace Literacy**

This module is the 10th of 10 in the Essential Communication and Documentation Skills curriculum. It develops final assessment and action planning, workplace literacy skills identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, options or variations in delivery and three references. The presentation overview lists the method, purpose, and estimated time for the following activities: introduction and overview, spelling challenge, summary and review, posttraining assessment process, final portfolio preparation, individual development plan (IDP) process, individual conference with trainer, becoming a more effective learner on the job, and program closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. Additional sections include: personal progress portfolio and magazine articles. (YLB)

ED 380 688 CE 068 682

McKeag, Janis

**Improving Job Site Skills Project. Local 343 United Brotherhood of Carpenters & Joiners of America & Construction Labour Relations Association of Manitoba. Carpenter Membership Survey Report.**

Manitoba Dept. of Education and Training, Winnipeg. Literacy and Continuing Education Branch. Spons Agency—National Literacy Secretariat, Ottawa (Ontario).

Pub Date—Oct 93

Note—88p.; Developed for the Basic Education in the Workplace Steering Committee. For related documents, see CE 068 683-690.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, \*Basic Skills, Building Trades, \*Carpentry, Communication Skills, Educational Research, Foreign Countries, \*Job Skills, \*Literacy Education, Mathematics Skills, Needs Assessment, Reading Skills, \*Skill Analysis, Surveys

**Identifiers—\*Manitoba, Workplace Literacy**

A survey of Local 343-United Brotherhood of Carpenters & Joiners of America and the Manitoba Construction Labour Relations Association, Manitoba, determined the critical, essential, and important workplace skills of carpenters. A survey instrument was developed and mailed to 438 active members of Local 343; 110 surveys were completed and returned. Data were analyzed to determine the critical, essential, and important workplace literacy skills of carpenters based on the percentage and frequency of use. These results were then examined to make recommendations as to where the skill should be included in preparatory training for carpenters. Findings were as follows: members had a strong interest in taking workplace literacy courses relevant to the trade; alternative methods of course delivery needed to be explored to meet the needs of carpenters outside of Winnipeg; reading, computation, and communication skills were necessary trade skills; demands placed on carpenters' workplace literacy skills increased as the level of responsibility increased; workplace literacy skills used by a significant number of individuals on an infrequent basis should not be overlooked; some workplace literacy skills were used primarily by a particular category of carpenter; and common trade literacy skills needed to be included in the preparatory training of carpenters. (Appendixes include the survey, cover letter, and use and frequency use tables for reading, mathematics, and communication.) (YLB)

ED 380 689 CE 068 683

McKeag, Janis Todd, Laurie

**Improving Job Site Skills Project. Preliminary**

**Report. Local 343 United Brotherhood of Carpenters & Joiners of America & Construction Labour Relations Association of Manitoba. Northern Industrial Job Site Visit Report. Environmental Improvement Project, Hudson Bay Mining and Smelting, Flin Flon, Manitoba.**

Manitoba Dept. of Education and Training, Winnipeg. Literacy and Continuing Education Branch. Spons Agency—National Literacy Secretariat, Ottawa (Ontario).

Pub Date—Apr 93

Note—29p.; Developed for the Basic Education in the Workplace Steering Committee. For related documents, see CE 068 682-690.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Basic Education, Basic Skills, Building Trades, \*Carpentry, Data Collection, Foreign Countries, \*Job Skills, Listening Skills, Literacy Education, Mathematics Skills, \*Nonverbal Communication, \*Numeracy, \*Observation, Reading Skills, \*Skill Analysis, Verbal Communication

Identifiers—\*Manitoba, Workplace Literacy

The Environmental Improvement Project at Hudson Bay Mining and Smelting in Flin Flon, Manitoba, presented a unique opportunity for field observation and assessment. Field observation of the approximately 70 carpenters employed with various companies provided information on the types of communication used and the circumstances in which the different types were used. The work force included certified, noncertified, and apprentice carpenters from the local area, other northern centers, Winnipeg, and southern rural locations, as well as members transferred from other local unions in Saskatchewan. Both direct and comparative observations were made of the job site. Twelve carpenters were interviewed. Safety was a crucial area and placed additional demands on the reading, writing, mathematics, and communication skills of all levels of carpenters. Foremen read instructions and notices every day and also read tables, charts, diagrams, and blueprints. Carpenters' on-the-job reading focused on safety warnings. Writing was the domain of foremen. Hand signals were an important communication skill. Talking and listening on the job were the major form of communication. Math job skills included measuring, estimation, and addition and subtraction. Tape measure, framing square, and sliding t-squares were essential math-based tools. Carpenters were responsible for the safety of others. (Appendixes include a workplace literacy skill observation grid, interview form, and glossary.) (YLB)

**ED 380 690**

**CE 068 684**

**McKeag, Janis**

**Improving Job Site Skills Project. Local 343 United Brotherhood of Carpenters & Joiners of America & Construction Labour Relations Association of Manitoba. Final Summary Report.**

Manitoba Dept. of Education and Training, Winnipeg. Literacy and Continuing Education Branch. Spons Agency—National Literacy Secretariat, Ottawa (Ontario).

Pub Date—Aug 94

Note—30p.; Developed for the Workplace Education Manitoba Steering Committee. For related documents, see CE 068 682-690.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Basic Education, \*Basic Skills, Building Trades, \*Carpentry, Communication Skills, Computation, Educational Research, Employment Potential, Foreign Countries, \*Job Skills, Job Training, \*Literacy Education, Mathematics Skills, Needs Assessment, Reading Skills, \*Skill Analysis, Supervisor Qualifications, Supervisory Training, Surveys

Identifiers—\*Manitoba, Workplace Literacy

A project of Local 343 of the United Brotherhood of Carpenters and Joiners of America and the Construction Labour Relations Association (CLRA) of Manitoba documented the workplace literacy skills needed by union carpenters on job sites in Manitoba. The following techniques were used: mailed questionnaires to the carpenter members of Local 343 and to employer members of CLRA Manitoba, individual and group interviews, and onsite observations. The workplace literacy skills identified during the project were grouped into those needed by carpenters and those needed by supervisory-level carpenters. Although certain reading and writing skills

were needed by all levels of carpenters, the amount of time spent on performing these skills increased proportionately as supervisory responsibilities increased. A similar increase was noted for math skills. Reading skills were grouped into safety, layout, administrative, and other. Computation skills were classified as follows: whole number, fraction, and decimal operations; workplace basics; layout; applied geometry; math-based tools; and other. Communication skills were grouped into written, verbal, nonverbal, and employability skills. Workplace literacy skills needed by supervisory-level carpenters fell into two categories: reading and communications. A table was constructed that identified critical, essential, and important workplace skills. Recommendations were made for two areas: courses and actions by Local 343 and CLRA. (Appendixes include the questionnaire, interview instrument, and employer survey.) (YLB)

**ED 380 691**

**CE 068 685**

**Howell, Sandi**

**Communication Enhancement Project. Manitoba Pool Elevators and United Grain Growers. Phase One Final Report.**

Manitoba Dept. of Education and Training, Winnipeg. Literacy and Continuing Education Branch. Spons Agency—National Literacy Secretariat, Ottawa (Ontario).

Pub Date—Sep 93

Note—114p.; Developed for the Basic Education in the Workplace Steering Committee. For related documents, see CE 068 682-690.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Adult Basic Education, Agricultural Education, Agricultural Production, Basic Skills, Communication Skills, \*Crop Processing Occupations, \*Curriculum Development, Field Crops, Foreign Countries, \*Job Skills, \*Literacy Education, Mathematics Skills, \*Numeracy, Program Development, Program Effectiveness, Program Evaluation, Reading Skills, Verbal Communication, Vocational Education, Writing Skills

Identifiers—\*Manitoba, \*Workplace Literacy

In 1992, United Grain Growers (UGG) and Manitoba Pool (MP) formed a partnership to examine the literacy and numeracy needs of their rural grain elevator operators and the potential of delivering a communications enhancement program in the rural areas. During part 1, the committee held a series of initial planning meetings. Both companies held management meetings to communicate the program profile, enlist support, and answer questions. Ninety-eight employees from both companies were interviewed for an organizational needs assessment. Recommendations for a general course outline included writing, reading, oracy, and numeracy. During part 2, a 10-week course was developed, with a 50-hour class component and a 30-hour homework component. Content areas included grading, marketing, chemicals, weeds, crop diseases, seed quality, and new crops and processes. During part 3, classes were held at a central location in each region. UGG and MP arranged classroom locations and lunch provisions. Part 4 involved feedback, evaluation, and revision. In each final class, students completed evaluation questionnaires. Comments were mostly positive. Samples of student work at the exit point showed improvement. A major criticism of the curriculum was that the early math component was too simple. The grain companies were very pleased with results. (The bulk of the document contains appendixes that include a map, information package, surveys and results, lesson 1, interview questions, and student evaluation form.) (YLB)

**ED 380 692**

**CE 068 686**

**McKeag, Janis**

**Basic Education in the Workplace Exploratory Project. Canadian Manufacturers' Association. Perceptions of Workplace Literacy Skills in Manitoba's Manufacturing Sector. Final Report.**

Manitoba Dept. of Education and Training, Winnipeg. Literacy and Continuing Education Branch. Spons Agency—National Literacy Secretariat, Ottawa (Ontario).

Pub Date—Mar 93

Note—23p.; Developed for the Basic Education in the Workplace Steering Committee. For related documents, see CE 068 682-690.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, \*Basic Skills, Educational Research, Employer Attitudes, Foreign Countries, \*Job Skills, Literacy Education, Manufacturing, \*Manufacturing Industry, \*Needs Assessment, Numeracy, Skill Analysis, Surveys

Identifiers—Manitoba, Workplace Literacy

A project assessed perceptions of manufacturing employers regarding the workplace literacy skills of occupational groups in their industry in Manitoba. A mailed survey was sent to 125 members of the Canadian Manufacturers' Association; 41 completed it. The first part of the survey obtained information about the occupations in manufacturing and required reading, writing, math, and communication skills. The second part gathered employers' perceptions about workplace literacy skills and occupational groups most in need of improved basic workplace skills and determined if they were interested in a further initiative to examine workplace literacy skills. Two-thirds of the respondents identified 9 of 10 common industrial reading documents/tasks as occupational reading tasks. The most common mathematics operations were working with decimals, using metric measurement, and working with fractions. Two-thirds of the respondents used tape measure, calipers, micrometer, and scales. Half of the respondents identified all four types of writing: work orders, complete forms, time cards, and safety reports. All respondents stated listening speaking were used. English as a second language was a concern for 16 companies. Of 41 industries completing the survey, 23 indicated an interest in participating in a further initiative. (Appendixes include the survey, occupational groups needing improved workplace literacy skills, and list of participating companies.) (YLB)

**ED 380 693**

**CE 068 687**

**McKeag, Janis**

**Training Manual Development Program: Dominion Bridge. Final Report. Organizational Needs Assessment of Workplace Literacy Skills & Development of Training Manuals for the Paint Department.**

Manitoba Dept. of Education and Training, Winnipeg. Literacy and Continuing Education Branch. Spons Agency—National Literacy Secretariat, Ottawa (Ontario).

Pub Date—Feb 93

Note—97p.; Developed for the Basic Education in the Workplace Steering Committee. For related documents, see CE 068 682-690.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Basic Education, Basic Skills, Educational Research, Foreign Countries, Foundations, Job Skills, \*Job Training, \*Literacy Education, Material Development, \*Metal Industry, Metals, \*Needs Assessment, \*Numeracy, Reading Skills, \*Task Analysis, Writing Skills

Identifiers—Manitoba, \*Workplace Literacy

To address specific workplace literacy needs within the steel fabrication sector in Manitoba, an organizational needs assessment was conducted training manuals were developed using literacy task analysis techniques. The organizational needs assessment assessed the general and workplace literacy tasks and demands of hourly workers at Dominion Bridge and workers' perceptions of the current training practices and need for training in workplace literacy skills. A series of half-hour interviews with 25 workers and focus group discussions with representatives from management, supervisors, and the union were held. According to the respondents, the usual form of training was on the job using a buddy system. The most important types of on-the-job reading were blueprints and drawings. About half the respondents indicated they had some difficulty completing forms and performing some arithmetic operations. Focus groups identified a need for training in reading, writing, and numeracy skills. Recommendations were made for a workplace literacy program at Dominion Bridge and for course content. Clear language manuals were developed for three job operations in the paint department: wheel operator, paint checker, and painter. Literacy task analysis techniques were applied to each job operation in the paint department. (Appendixes include questionnaires, training manuals, literacy task analysis forms, and 14-item bibliography.) (YLB)

**ED 380 694**

**CE 068 688**

**Cole, Lee Thomas**

**RIE AUG 1995**

# Aerospace Sector, Basic Skills Needs Assessment. Bristol Aerospace Limited & Canadian Auto Workers, Local 3005.

Manitoba Dept. of Education and Training, Winnipeg. Literacy and Continuing Education Branch. Spons Agency—National Literacy Secretariat, Ottawa (Ontario).

Pub Date—94

Note—78p; Developed for the Workplace Education Manitoba Steering Committee and the Manitoba Aerospace Human Resources Coordinating Committee. For related documents, see CE 068 682-690. Appended tables contain small type.

Pub Type—Reports - Research (143)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, Aerospace Education, \*Aerospace Industry, \*Basic Skills, Difficulty Level, Educational Research, Foreign Countries, \*Job Skills, \*Literacy Education, \*Needs Assessment, Numeracy, Readability, Reading Skills, \*Skill Analysis, Technical Education

Identifiers—Manitoba, Workplace Literacy

A project examined the skill gaps within the aerospace industry, identified and prioritized the skills common to all jobs and work areas within the industry, and provided insight into the skills that workers need to upgrade and develop. The research was conducted June-August 1994 at Bristol Aerospace's Winnipeg, Manitoba, operations. The basic skills needs assessment consisted of the basic skills survey and workplace reading materials assessment. The basic skills survey was comprised of confidential interviews with 125 participants. The questionnaire gathered information on background, education, and basic job site skills the participants perceived themselves as using to do their jobs. Data were analyzed to determine the critical, essential, and important workplace literacy skills based on the percentage and frequency of use. The reading materials assessment consisted of analysis of representative reading materials from throughout Bristol's operations. General company/union documents and government documents were found to be overly complicated in language, structure, and presentation format. Documents ranged from very easy to very difficult in readability throughout the work force with little correlation to educational background of the writer or intended reader. Recommendations were made regarding curriculum development; program delivery; and course development. (Appendixes include the survey, ranked use and frequency of use tables, and 15 references.) (YLB)

ED 380 695

CE 068 689

Dowdell, Graham

# Communication Barriers to Union Participation. Local 459 Amalgamated Clothing and Textile Workers Union.

Manitoba Dept. of Education and Training, Winnipeg. Literacy and Continuing Education Branch. Spons Agency—National Literacy Secretariat, Ottawa (Ontario).

Pub Date—Oct 94

Note—33p; Developed for the Workplace Education Manitoba Steering Committee. For related documents, see CE 068 682-690.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Adult Basic Education, Basic Skills, \*Communication Skills, \*English (Second Language), Foreign Countries, \*Labor Education, \*Limited English Speaking, \*Literacy Education, Needs Assessment, Program Effectiveness, Program Evaluation, Union Members, \*Unions

Identifiers—Manitoba, Workplace Literacy

A project explored and addressed the communication barriers to union participation of stewards and members of the Amalgamated Clothing and Textile Workers Union (ACTWU). A questionnaire was developed and distributed to over 300 ACTWU members; 153 responded. Other commitments and communication skills were identified as key barriers to greater participation in the union. The English program courses were held at a plant that experienced a temporary layoff and at two side-by-side plants. Almost all members who signed up were speakers of English as a second language. Thirty-five needs assessment interviews were completed for the two courses; 28 participants were selected. With the exception of one Portuguese speaker, all learners were either Chinese or Vietnamese. A 35-hour communication skills course

had 7 participants. The project showed that members demonstrated an interest in two alternative basic skills delivery models: an intensive day course for temporarily laid-off members and a course after work 2 days per week for employed members. Twenty-five members improved their basic English skills in three areas: participating in their union, performing their jobs, and everyday life. The project showed that unions have an essential role in helping their members access learner-centered communication skills training. (Appendixes include preliminary networking and research, questionnaire with response totals, and questionnaire respondents by first language group.) (YLB)

ED 380 696

CE 068 690

Cole, Lee Thomas

# Mining Sector, Basic Skills Needs Assessment. INCO (Manitoba Division) & Local 6166 United Steelworkers of America.

Manitoba Dept. of Education and Training, Winnipeg. Literacy and Continuing Education Branch. Spons Agency—National Literacy Secretariat, Ottawa (Ontario).

Pub Date—94

Note—39p; Developed for the Workplace Education Manitoba Steering Committee. For related documents, see CE 068 682-689.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, \*Basic Skills, Communication Skills, \*Difficulty Level, Educational Research, Foreign Countries, \*Literacy Education, Mathematics Skills, \*Mining, Needs Assessment, Productive Thinking, \*Readability, Reading Skills, \*Skill Analysis, Task Analysis, Vocational Education

Identifiers—Manitoba, \*Workplace Literacy

A project examined the skills gap within the mining industry, identified and prioritized the skills common to all jobs and occupations, and provided insight into the skills that workers are likely to need in the future. The research for the basic skills needs assessment was conducted from June-October 1993 at INCO's Manitoba Division Operations in Thompson, Manitoba. The following techniques were used: basic skills survey, basic skills task analysis, basic skills assessment, and workplace reading materials assessment. The survey examined the reading, mathematics, communications, and productive thinking skills of 317 employees. Data were analyzed to determine the critical, essential, and important workplace literacy skills based on the percentage and frequency of use. The majority of reading materials were beyond the reading comprehension levels of the majority of participants. Employees were interested in and willing to improve their basic skill levels. Increased demands on employees' basic workplace skills had the most impact on those who moved from one work area to another and who had recently gained supervisory positions. The largest barrier to worker participation in upgrading programs was the shift work inherent in the industry. General recommendations were as follows: a distinction between teaching of basic skills and task-specific training; inclusion of shift workers as a priority; and inclusion of English as a second language. (Appendixes include the survey instrument and list of 11 references.) (YLB)

ED 380 697

CE 068 692

Umble, Karl E.

# Needs Assessment for Mobilization in Community Health Education: A Review and Case Study.

Pub Date—Apr 95

Note—88p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Case Studies, Change Strategies, Community Change, \*Community Education, Data Collection, \*Educational Needs, Field Studies, \*Health Education, \*Health Needs, \*Health Promotion, Information Needs, \*Needs Assessment, Questionnaires

The Planned Approach to Community Health (PATCH) program was designed by the Centers for Disease Control as a tool to help communities plan, implement, and evaluate health promotion and health education programs. PATCH consists of three components: community mobilization, community diagnosis, and community intervention. The implementation of PATCH's community diagnosis in Davison County, Ohio (a pseudonym), was examined to identify the extent to which it incorporates those needs assessment principles that are

essential for mobilization and widespread reflection and behavior change. The following PATCH activities were among those identified as effective strategies for assessing needs while simultaneously mobilizing support for change: (1) focusing initial mobilization efforts on the community at large rather than on a hand-picked core group; (2) emphasizing community control of the process; (3) fostering a sense of community ownership of the research process; (4) defining "health" broadly enough to include a wide range of citizen concerns; and (5) presenting the needs assessment findings and conducting the subsequent decision making process in a manner encouraging democratic group decision making. Appended are the following: PATCH program summary, mortality data samples, community opinion leader survey questionnaire and responses, and behavioral risk factor data collection instrument. (Contains 25 references.) (MN)

ED 380 698

CE 068 693

Beyer, Dorianne

# Understanding and Applying Child Labor Laws to Today's School-to-Work Transition Programs.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Apr 95

Note—9p.

Journal Cit—Centerfocus; n8 Apr 1995

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Labor, Compliance (Legal), \*Education Work Relationship, \*Federal Legislation, \*Labor Legislation, Secondary Education, \*State Legislation, Transitional Programs, Vocational Education, \*Work Experience Programs

Identifiers—\*Fair Labor Standards Act

Many people fail to realize the extensiveness and comprehensiveness of federal and state child labor laws. Although the 1994 School-to-Work Opportunities Act did not detail the legal compliance needed by its state-funded agencies, it clearly indicates that federal and state child labor laws will apply to its employment and employment-related programs and that compliance with their restrictions is mandatory. References to some single body of regulation as "child labor law" are inaccurate. In reality, the United States has 51 sets of child labor laws plus the Fair Labor Standards Act of 1938 (FLSA). Some states adhere closely to the federal law; however, other states' rules are notably stricter than the federal provisions. Except where there are specific exemptions, employment of workers under age 18 is regulated by the FLSA; however, school activities meeting technical criteria constituting bona fide educational training experiences are exempt from the FLSA. Training program administrators should check their states' child labor laws by calling the nearest State Labor Department office. (This article lists names/addresses of individuals to contact regarding state and District of Columbia child labor laws.) (MN)

ED 380 699

CE 068 694

Padak, Nancy Padak, Gary

# Guidelines for Planning Action Research Projects.

Research to Practice.

Kent State Univ., OH. Ohio Literacy Resource Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Oct 94

Note—5p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Action Research, Adult Basic Education, \*Adult Literacy, Data Analysis, Data Collection, \*Educational Research, Ethics, Guidelines, Information Dissemination, \*Reading Research, \*Research Design, \*Research Methodology, Theory Practice Relationship

Identifiers—\*Teacher Researchers

This paper, which is intended to assist adult literacy practitioners interested in conducting research about their programs, discusses the four stages of the action research process: identifying questions to guide the research, collecting information to answer the questions, analyzing the information collected, and sharing the results with others. The section on identifying the research question emphasizes the importance of selecting a question that is important, directly related to the issue or problem being investigated, and answerable. Discussed in the section

about data collection are the following: the importance of using more than one strategy or source of information; the benefits of focusing on readily available information; the need to consider all possible data sources, including demographic information, surveys, test results, observations, interviews, conversations, and documents ranging from attendance/test records to student journals; and the importance of research ethics. The concepts of redundancy and data saturation are discussed, and data analysis procedures are outlined. Available avenues for sharing research findings are listed. The concluding section emphasizes the value of research conducted by literacy practitioners. (MN)

ED 380 700 CE 068 696

Williams, Harold, Ed.  
Marketing Education National Research Conference Report (Appalachian, Florida, April 3-5, 1992).

Auburn Univ., Ala.; Houston Univ., Tex.; University of West Florida, Pensacola.

Pub Date—Apr 92

Note—194p.

Pub Type—Collected Works—Proceedings (021)—Reports—Research (143)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Accounting, Basic Skills, Beginning Teachers, Cognitive Style, Conferences, \*Distributive Education, \*Educational Benefits, \*Educational Practices, Educational Research, Faculty Advisors, Faculty Mobility, Graduate Surveys, Instructor Coordinators, Learning Processes, \*Marketing, \*Outcomes of Education, Postsecondary Education, Questionnaires, Role of Education, Secondary Education, Service Occupations, Sex Differences, Skill Development, Student Organizations, Teacher Education, Teaching Methods

Identifiers—Colorado, Conation, \*Distributive Education Clubs of America, Florida, Kentucky, Texas

This conference provided a forum for presenting research findings to educators and other audiences interested in marketing education. The following papers were presented: "Turnover of Marketing Education Teacher-Coordination in Secondary Programs" (Allen); "An Empirical Investigation of Marketing Education Completers" (Palmeri, Roysae); "The Kentucky Bed and Breakfast Customer" (Worms, Worms, Smith); "Perceived Benefits of DECA (Distributive Education Clubs of America) Membership: State and Chapter Officers vs. Chapter Members" (Searle); "The Role of Marketing Education in Basic Skill Development" (Littman); "A Study of Conative Gender Differences on the Educational Style Preference Inventory among Secondary Marketing Education Students" (Fritz); "Problems of First Year Marketing Education Teachers in Colorado and Texas" (Moorman, O'Neil, Ditzberger); "Comparison of DECA Advisors and State DECA Advisors Priorities Regarding Preparation for DECA Activities" (Norwood); "A Study of the Symposium Methodology in a Marketing Education Teacher Preparation Course" (Olson); "Changes in Accounting Principles: Implications for Marketing Education" (Cooper, Lucas); and "Vocational Teacher Preparation At Risk in Florida—An Issue of Concern" (Holmes). Some papers contain references. (MN)

ED 380 701 CE 068 697

Norwood, Marcella M., Ed.  
Marketing Education National Research Conference Report (Galveston, Texas, April 16-18, 1993).

Houston Univ., Tex.; University of West Florida, Pensacola; Wisconsin Univ.—Stout, Menomonie.

Pub Date—Apr 93

Note—147p.

Pub Type—Collected Works—Proceedings (021)—Reports—Research (143)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Beginning Teachers, \*Curriculum Development, \*Distributive Education, \*Distributive Education Teachers, Educational Change, Educational Improvement, Educational Needs, Educational Research, \*Educational Trends, Job Satisfaction, \*Marketing, Models, Postsecondary Education, \*Professional Development, Retailing, School Attitudes, Secondary Education, Student Organizations, Student Teachers, Teacher Attitudes, Teacher Competencies, Tech Prep Identifiers—Distributive Education Clubs of America, Florida, Market Research, Wisconsin

This conference provided a forum for presenting

research findings to educators and other audiences interested in marketing education. The following papers were presented: "Issues and Trends in Wisconsin Marketing Education" (Searle); "Competencies Necessary for Student Teachers" (Littman); "A Report of a Study of More than 1,000 Executives and the Implications of Their Views of Education on Tech Prep and the University" (Lucas et al.); "Work Satisfaction and Organizational Commitment of Marketing Education Teachers" (O'Brien, Akroyd, Richards); "The Conceptualization of a Professional Development Program for Beginning Vocational Teachers" (Heath-Camp, Camp); "Retail Sale Customers: Preparation and In-Store Behaviors" (Stewart); "Determining Specific Outcomes for a Curriculum" (Griggs, Stewart); "Restructuring Marketing Education in Florida: A Model for the Future" (Holmes); and "Comparison of DECA (Distributive Education Clubs of America) Winners and Membership at the National Level" (Norwood). Many papers contain bibliographies. (MN)

ED 380 702 CE 068 698

Norwood, Marcella M., Ed.  
Marketing Education National Research Conference Report. Marketing Practices: Implications for Developing a Future Workforce. (Key West, Florida, April 15-17, 1994).

Houston Univ., Tex.; North Carolina Univ., Greensboro; University of West Florida, Pensacola.

Pub Date—Apr 94

Note—234p.

Pub Type—Collected Works—Proceedings (021)—Reports—Research (143)

EDRS Price—MF01/PC10 Plus Postage.

Descriptors—Academic Achievement, Bachelors Degrees, Career Education, Career Guidance, Computer Uses in Education, Cooperative Learning, Counselor Attitudes, \*Distributive Education, \*Distributive Education Teachers, Educational Improvement, \*Educational Objectives, Educational Philosophy, \*Educational Practices, Educational Research, \*Educational Trends, Entrepreneurship, Fashion Industry, Flexible Scheduling, Futures (of Society), Global Approach, Graduate Surveys, Higher Education, International Education, Job Analysis, \*Marketing, Public Schools, Retailing, School Counselors, Secondary Education, Tourism

Identifiers—Florida, Kansas, Market Research, South Carolina, Virginia

This conference provided a forum for presenting research findings to educators and other audiences interested in marketing education. The following papers were presented: "Application and Utilization of the Marketing Education Baccalaureate Degree in the Public School—Training and Development Arenas" (Wyant, Prey); "The Impact of Alternative Scheduling on Marketing Education Programs" (Lucas, Greaves, Miles); "Virginia Secondary School Counselors' Perceptions of Virginia's Marketing Education Programs" (Goins); "Academic Achievement of 1993 Vocational Graduates in Florida" (Thompson); "A Survey of Computer Usage by High School Marketing Education Teachers in South Carolina" (Clodfelter); "Triangulation: Expanding the Definition in Research" (Heath-Camp, Camp); "Marketing Education Philosophy and Objectives 1979 to 1989: A Decade of Research Influence" (Littman); "Motorcoach Tourists: A Market Profile" (Worms, Worms, Cremons); "A Study of the Frequency and Criticality of Job Tasks and Competencies Performed in Fashion Retailing" (Woloszyk); "The Relationship of Entrepreneurship/Self-Employment to Career Guidance and Career Education in Kansas Schools, 1993" (Hoffman, Christy); "Enhancing Education through Cooperative Learning" (Cooper, Cornick, Malone); "Implications of the Global Economy for International Marketing Education" (O'Brien, Ning); "College Recruitment Survey for Marketing Education" (Searle); "Marketing Education—The Future" (Norwood). Many papers contain bibliographies. (MN)

ED 380 703 CE 068 774

Skills Today for Advancement Tomorrow (STAT).  
A National Workplace Literacy Partnership.  
Final Performance Report.

Saint Louis Community Coll., Mo.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Mar 95

Contract—V198A30199

Note—135p.

Pub Type—Reports—Descriptive (141)—Tests/Questionnaires (160)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Adult Basic Education, \*Basic Skills, Community Colleges, Education Work Relationship, Formative Evaluation, Institutional Cooperation, Job Performance, Labor Force Development, \*On the Job Training, \*Outcomes of Education, \*Partnerships in Education, \*School Business Relationship, \*Skill Development, Summative Evaluation, Two Year Colleges Identifiers—Focus Groups, National Workplace Literacy Program, \*Workplace Literacy

The 18-month Skills Today for Advancement Tomorrow (STAT) program, a partnership among St. Louis Community College, the St. Louis Public Schools' Adult Basic Education Program, and Blue Cross and Blue Shield of Missouri, had the following objectives: (1) provide counseling and training for 370 current Blue Cross and Blue Shield workers; (2) develop a training referral system for 60 unemployed disadvantaged adults; (3) develop model assessment and evaluation systems for health care benefits workers; (4) develop and validate competency-based basic skills curricula; and (5) develop and implement innovative methods for involving workers in all aspects of STAT's program development. During the program, 515 participants were served with classes for the Blue Cross/Blue Shield workers; 60 clients were served through the partnership between the Adult Basic Education program and the STAT program; model assessment tools and model curricula were developed; and worker involvement was encouraged through one-to-one counseling, feedback questionnaires and focus group sessions. Participants from the insurance company improved their performance ratings and customer satisfaction ratings. (Project documents, including questionnaires, a sample curriculum and a list of dissemination activities, are included in the report.) (KC)

ED 380 704 CE 068 775

Foundations for Living, Volume I, Teacher Edition.  
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—89

Note—1,278p.; For Volume II, see CE 068 776.  
Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. HE2001: \$214; student edition, HE3001: \$13).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF10 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Basic Skills, Behavioral Objectives, Career Exploration, Child Development, Classroom Techniques, Clothing, \*Competency Based Education, \*Consumer Education, Core Curriculum, Day Care, Decision Making, \*Family Life Education, Fused Curriculum, Home Economics Skills, Home Furnishings, Housing, Interior Design, Interpersonal Relationship, Learning Activities, Lesson Plans, \*Occupational Home Economics, Secondary Education, \*Student Organizations, Teaching Guides, Tests, Textiles Instruction

Identifiers—Future Homemakers of America, Home Economics Related Occupations

This instructor's guide contains the materials required to teach a competency-based introductory course providing a basic core of instruction in vocational home economics. The following topics are covered in 29 instructional units organized into 8 sections: involvement in Future Homemakers of America/Home Economics Related Occupations, career options, child care skills, today's clothing and textiles, consumer awareness and decision making, food science and nutrition, living space, and relationships. Each unit contains some or all of the following: objective sheets, suggested activities, handouts, information sheets, supplements containing information for use in solving problems and reinforcing enrichment of learning, transparency masters, activity sheets, assignment sheets, assignment sheet answers, job sheets, practical tests, written tests, and test answers. All units focus on measurable and observable learning outcomes. (MN)

ED 380 705 CE 068 776

Foundations for Living, Volume II, Teacher Edition.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—91

Note—1,004p.; For Volume I, see CE 086 775. Available from—Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (instructional package, 1 teacher and 10 student editions, order no. HE2002: \$248; student edition, HE3002: \$16).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Basic Skills, Behavioral Objectives, Career Exploration, Child Development, Classroom Techniques, Clothing, \*Competency Based Education, \*Consumer Education, Core Curriculum, Day Care, Decision Making, \*Family Life Education, Fused Curriculum, Home Economics Skills, Home Furnishings, Housing, Interior Design, Interpersonal Relationship, Learning Activities, Lesson Plans, \*Occupational Home Economics, Secondary Education, \*Student Organizations, Teaching Guides, Tests, Textiles Instruction

Identifiers—Future Homemakers of America, Home Economics Related Occupations

This instructor's guide contains the materials required to teach a competency-based introductory course in vocational home economics that is designed to prepare students for work in the home and success in paid occupations. The following topics are covered in 21 instructional units organized into 8 sections: leadership responsibility, climbing the career ladder, clothing and textiles for today, food science, the developing preschool-age child, housing and family lifestyles, human ecology, and financial fitness in the home. Each unit contains some or all of the following: objective sheets, suggested activities, handouts, information sheets, supplements containing information for use in solving problems and reinforcing enrichment of learning, transparency masters, activity sheets, assignment sheets, assignment sheet answers, job sheets, practical tests, written tests, and test answers. All units focus on measurable and observable learning outcomes. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

## CG

ED 380 706

CG 025 504

Nunes, Ralph da Costa

*Hopes, Dreams & Promise: the Future of Homeless Children in America.*

Homes for the Homeless, Inc., New York, NY.

Spons Agency—Chemical Bank, New York, NY.

Health Care and Education Finance Group.

Pub Date—94

Note—252p.

Available from—Homes for the Homeless, Inc., 36 Cooper Square, 6th Floor, New York, NY 10003 (\$15.95).

Pub Type—Books (010) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Adult Education, \*Children, \*Education, Elementary Secondary Education, Family Health, \*Family Problems, \*Family Programs, Foster Care, \*Homeless People, Housing Deficiencies, \*Housing Needs, Parent Education, Public Policy, Residential Programs

Identifiers—New York (New York), Shelters

This book explores in six chapters the issues behind family homelessness in America and presents some solutions to this increasing problem. Chapter 1 analyzes some of the causes for homelessness with a look at the 1990s, cuts in social programs, the insufficient help provided by federal authorities, and efforts of local initiatives. In chapter 2 a model program, the Residential Educational Training (RET) program, is presented as a response to the inadequate remedy traditional shelters have offered. Chapter 3 focuses on ways to break the cycle of homelessness by educating the children and discusses both the effects of homelessness on education and ways to initiate different programs in early childhood education, accelerated education, and other strategies. Chapter 4 continues this emphasis on education by supplying ways that parents can increase their education through adult education centers, employment training, and other methods. Keeping families together and healthy with prevention programs is the focus of chapter 5; preventative health care, crisis nursery programs, and other innovative approaches are examined. The final chapter addresses ways to help families find a permanent home. Appendices elaborate study methodologies, homeless family rights litigation in New York City, and RET center funding mechanisms. (Contains an index.) (RJM)

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ED 380 707

CG 025 550

Klimes, Rudolf E.

*Help One: A Critical Thinking Approach to Individual Counseling in Intercultural Settings.*

Korean Sahmyook Univ., Seoul. Behavioral Science Research Inst.; Pacifica Inst., Folsom, CA.

Pub Date—91

Note—126p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Counseling, Counseling Psychology, Counselors, Counselor Training, \*Critical Thinking, Drug Rehabilitation, Helping Relationship, \*Holistic Approach, Individual Counseling, Integrated Activities, Intercultural Communication, \*Peer Counseling, Rehabilitation Counseling, Substance Abuse

Identifiers—Addictive Behavior

This booklet outlines a holistic approach for counseling those with addictive disorders. The program is based on the idea that any activity, whether physical, mental, or spiritual, contributes to the tendency toward addiction, and that counseling should help an individual for a lifetime. The primary goal is to implement reasonable, responsible, and rational plans to rid the addict of addictive behaviors. Physical aspects of addiction serve as the initial focus. The program is presented in three parts: counseling skills, counseling perspective, and course and lesson plans. The chapters in each part feature an overview, followed by one or more outlines or models. Worksheets provide students with some structure as they practice counseling skills and the course plan and lesson plans provide for regular evaluations of the achieved counseling skill level. A course pretest and post-test is recommended. The course can also be used for training peer or lay counselors who counsel outside a professional setting. Peer counselors are closely supervised in out-of-class laboratory activities in order to minimize difficulties. Since counselors must experience the counseling process in order to help others, this volume provides the structure for such a training experience. (RJM)

ED 380 708

CG 025 585

Croll, Linda

*Caring for Children and Youth Who Have Been Sexually Abused: A Training Manual for Child and Youth Care Workers and Foster Parents.*

Facilitator's Guide.

Naturas Inc., Winnipeg (Manitoba).

Pub Date—92

Note—171p.; For the corresponding Training Manual for Child and Youth Care Workers and Foster Parents, see CG 025 586.

Available from—Naturas, Inc., 143 Sherbrook Street, Winnipeg, Manitoba R3C 2B5, Canada.

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Adolescents, \*Caregiver Role, \*Child Abuse, Children, Child Welfare, Foreign Countries, \*Sexual Abuse, Therapeutic Environment, \*Therapy, \*Training Methods, Training Objectives, Victims of Crime, Youth

Identifiers—Canada, Caring

This facilitator's guide is part of an overall program developed as a resource for child and youth care workers and foster parents. Those using the facilitator's guide must possess considerable knowledge and training in the areas of child abuse, child welfare, child laws, human development, and group and family dynamics. Facilitators must be able to translate theoretical information on the impact of child sexual abuse into meeting the needs of abuse victims. Facilitators also need to be familiar with the child welfare system in their region and know how to provide training that encourages caregivers to participate as team members within that system. The facilitator's guide is divided into five parts: (1)

Background Information; (2) Training Preparation; (3) Training Delivery; (4) Reference and Resource Guide for Facilitators; and (5) Reference and Resource Guide for Participants. The section on training preparation gives information on using a co-facilitator, the time frame for the group, group size, the training facility, materials to be used, themes, and disclosure. The largest section, training delivery, offers suggestions on structuring the sessions and ways to use the manual. Training delivery itself is presented in six basic chapters, focusing on the global perspective of sexual abuse the signs and the impact of sexual abuse on the young person, the healing process, self-awareness and the caregiver's role, and ways of creating a supportive and protective environment. (RJM)

ED 380 709

CG 025 586

Croll, Linda

*Caring for Children and Youth Who Have Been Sexually Abused: A Training Manual for Child and Youth Care Workers and Foster Parents.*

Second Edition.

Naturas Inc., Winnipeg (Manitoba).

Report No.—ISBN-0-9695637-0-1

Pub Date—92

Note—351p.; For corresponding Facilitator's Guide, see CG 025 585. This project was funded by the Family Violence Prevention Division of Social Services Programs Branch, Health and Welfare, Canada, and developed in conjunction with the National Youth in Care Network.

Available from—Naturas, Inc., 143 Sherbrook Street, Winnipeg, Manitoba R3C 2B5, Canada (\$30 Canadian).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Adolescents, \*Caregiver Role, \*Child Abuse, Children, Child Welfare, Foreign Countries, \*Foster Care, \*Sexual Abuse, Therapeutic Environment, \*Therapy, Training Methods, Training Objectives, Victims of Crime, Youth

Identifiers—Canada, \*Caring

This manual, which incorporates a developmental perspective, targets child and youth care workers and foster parents who are ready to enhance their practical skills in providing care and treatment for young people who have been sexually abused. Users of this manual should have some previous understanding in human growth and development, effective parenting skills, assertiveness skills, and child abuse. After explaining definitions, terminology, framework, philosophy, and use, the manual unfolds in six chapters. Chapter 1 looks at the global perspective of sexual abuse, when and where it occurs. Chapter 2 examines the relationship between normal development and vulnerability, along with the signs and the impact of sexual abuse on the young person. The third chapter discusses the healing process, with thoughts on disclosure and grieving. Chapters 4 and 5 center on the caregiver and include aspects of communication skills, self-awareness, support systems, relationships, and the caregiver's role. The sixth chapter explores ideas on responding to a crisis and increasing resiliency as ways to provide a supportive and protective environment. Two supplemental chapters profile children's sexualized behaviors and offer strategies on group therapy. References, a list of other manuals and training resources, and a bibliography are provided. (RJM)

ED 380 710

CG 025 603

Nastasi, Bonnie K. DeZolt, Denise M.

*School Interventions for Children of Alcoholics.*

Report No.—ISBN-0-89862-367-7

Pub Date—94

Note—275p.

Available from—Guilford Press, 72 Spring Street, New York, NY 10012 (\$25).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Adolescents, Alcoholism, At Risk Persons, Children, \*Drug Education, Elementary Secondary Education, \*High Risk Students, Interpersonal Competence, \*Intervention, \*Prevention, Self Efficacy, Self Esteem, Student Needs, Student Personnel Workers, Student Welfare

Identifiers—\*Children of Alcoholics

This book tells the story of children and families whose lives are affected by alcohol. It also provides a guide to school personnel who are interested in developing programs for children of alcoholics (COAs). The program described herein, ESCAPE

(Enhancing Social Competence and Personal Efficacy), was designed to be integrated into existing school curricula. This approach is based on psychological and educational theory and research, and reflects an application of theory and research to practice. The book provides school personnel with information about the effects of alcoholism on families and children, and offers ideas for designing school-based prevention and intervention programs for COAs. The book opens with the theoretical model and rationale for the ESCAPE program. Chapter two provides a review of research on COAs and lists effective interventions for this group. The third chapter instructs how to design, implement, and evaluate school-based prevention programs, while the next chapter presents the ESCAPE program. Chapters five and six offers an annotated bibliography of books and films and lists of other resource materials. The programs described should also help educators develop approaches to enhance the personal-social competence of children and adolescents in general. (RJM)

ED 380 711 CG 025 681

Hart, Louise

**The Winning Family: Increasing Self-Esteem in Your Children and Yourself.**

Report No.—ISBN-0-89087-689-4

Pub Date—93

Note—264p.

Available from—Celestial Arts, P.O. Box 7123, Berkeley, CA 94707 (\$12.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Behavioral Objectives, Behavior Change, \*Children, Communication Skills, Elementary Secondary Education, \*Family (Sociological Unit), \*Parent Child Relationship, \*Parent Education, \*Parenting Skills, Self Concept, \*Self Esteem

This book focuses on the personal development of parents and children. It gives ideas on how to increase family members' self esteem by teaching them to value themselves. The book's open format allows readers to use it in any way they choose. Offered here are numerous suggestions for understanding family dynamics, along with a myriad of techniques on changing unhealthy exchanges into positive interactions. Discussed in the book's 26 chapters are leadership styles, parental characteristics, beliefs, avoidance behaviors, bonding, child abuse, communication, criticism, the danger of competition, discipline, divorce, expectations, extended families, empowerment, faulty thinking, self-esteem builders, feelings, forgiveness, grandparents, guidance, guilt, labelling children, listening skills, locus-of-control, love, mistakes, negative behavior, responses to behavior, perfectionism, play, problem solving, relationships, reparenting yourself, reward/punishment systems, self-awareness, self-defeating behavior, self-esteem, self-talk, shame, television viewing, touching, trust, characteristics of winning families, and the power of words. Included are lists of parenting resources, recommended readings, and an index. (RJM)

ED 380 712 CG 025 727

**Education for AIDS Prevention: Bibliography**

—Supplement No. 1—Education pour la prévention du SIDA: Bibliographie—Supplement No. 1—Educación para la Prevención del SIDA: Bibliografía—Suplemento No. 1.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Documentation and Information Service.

Pub Date—92

Note—140p.

Language—English; Spanish; French

Pub Type—Reference Materials - Bibliographies (131) — Multilingual/Bilingual Materials (171)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Acquired Immune Deficiency Syndrome, Adolescents, Children, Databases, \*Education, Elementary Secondary Education, Foreign Countries, Health Education, Indexes, Prevention

This supplement to the Education for AIDS Prevention Bibliography provides a list of titles received by ASERC (AIDS School Education Resource Centre) from August 1991 to December 1992, consisting mainly of educational material for schools. It also includes documents of a more general nature on AIDS and AIDS prevention. ASERC is a documentation center for education on AIDS prevention among young people of school-age. The

ASERC collection, of over 2,000 titles, includes a variety of audiovisual materials received from many different countries. Each entry in this supplement includes a masterfile number, a physical description of the document (e.g., book, periodical, and so forth), the work's author, the publisher, the source, the language in which the work appears, the number of pages, availability of the title, and descriptors which offer further information about the piece. An alphabetical list of the descriptors used and a list of references organized by descriptor appear in the back. (RJM)

ED 380 713 CG 025 913

Hannon, J. Wade

**National Healthcare in the United States: What Counselors Should Know.**

Pub Date—[94]

Note—76p.; Paper presented at the Regional Meeting of the Association for Counselor Education and Supervision (1994).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Counseling Services, \*Counselors, \*Health Care Costs, \*Health Insurance, \*Health Needs, \*Health Programs, Health Services, Insurance, National Programs, Public Policy Identifiers—\*National Health, National Health Insurance, \*United States

Few articles in the professional counseling literature address the healthcare crisis. This paper examines the current state of the United States healthcare affairs. Topics discussed include the problems in healthcare, including an inspection of the uninsured, the underinsured, rising healthcare costs, and the growing inequality in the healthcare system. Since many countries with national healthcare systems view healthcare as a right, examples of national healthcare systems world wide are offered, with overviews of systems in Germany, Great Britain, Sweden, Canada, Japan, and elsewhere. Next, the various attempts to change the U.S. system, including information on state plans, previous proposals for national healthcare reform, and some of the current plans for reform, such as national health insurance, single payer plans, a national health service, managed competition, various health acts, and other recommendations. The variety of possibilities have created many opponents and proponents of national healthcare plans are examined. These persons' views are evaluated along with an outline of actions deemed necessary in healthcare reform. Counselors must become involved in the debate by responding to social and public policy in a more organized fashion, by lobbying for progressive healthcare reforms, and by working in conjunction with other mental health providers. (Contains over 300 references.) (RJM)

ED 380 714 CG 025 997

Silva, Roberto K.

**Evaluation of Idaho's DARE "Drug Abuse Resistance Education" Projects.**

Idaho State Dept. of Law Enforcement, Meridian. Spons Agency—Department of Justice, Washington, DC. Bureau of Justice Assistance.

Pub Date—Mar 94

Contract—93DBCX0016; PE-57-93

Note—72p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Children, Crime Prevention, \*Drug Abuse, \*Drug Education, Educational Objectives, Elementary Education, Intervention, Parent Attitudes, Police Community Relationship, \*Police School Relationship, \*Prevention, \*Program Evaluation, School Community Programs, Student Attitudes, Teacher Attitudes

Identifiers—\*Drug Abuse Resistance Education Program, \*Idaho

The DARE (Drug Abuse Resistance Education) program teaches students decision-making skills, shows them how to resist peer pressure to experiment with drugs and alcohol, and provides positive alternatives to drug use. This report looks at one state's DARE programs. Included are an overview of the implementation process, a program appraisal with indicators of program success, and an outlook for the future. Each DARE project is listed by county or city, along with a brief program profile. Survey results are presented, beginning with program appraisals furnished by administrators, teachers, and parents. Student opinions are examined next, and include assessments on self concept, peer

influence, attitudes toward police, and other factors. The surveys indicate that the DARE projects were successful; teachers, parents, and administrators all recorded positive opinions of DARE programs. The programs also fostered community involvement, multi-agency cooperation and pooling of resources, and enhanced citizens' positive attitude toward local police. A number of recommendations are made for future programs and a list of youth prevention programs appears. Four appendices offer examples of DARE lessons, a list of substance abuse coordinators, the evaluation instruments used, and figures on juvenile arrests by local agencies. (RJM)

ED 380 715 CG 026 035

MacDonald, Tara K. And Others

**The Effects of Alcohol on Intentions To Use Condoms.**

Pub Date—Aug 94

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Alcohol Abuse, Alcoholic Beverages, Attitudes, Behavior, \*Drinking, Foreign Countries, Higher Education, \*Intention, Intimacy, \*Males, \*Sexuality

Identifiers—\*Condoms, \*Safe Sex Practices

This study addressed the hypothesis that intentions to use condoms are affected by alcohol intoxication. Recruited for this research were 54 male students, who indicated on a pretest that they were sexually active, usually used condoms, and were social drinkers. Subjects were divided into groups of two or three and then randomly assigned to the sober (n=24, no alcohol consumed) or the intoxicated (n=30, blood alcohol limit of 0.08 percent) condition. Each group watched a video vignette depicting a couple faced with the decision of whether or not to have unprotected sexual intercourse. Each participant then answered a questionnaire devised to assess subjects' predicted intentions to engage in sexual intercourse if they were in the situation presented in the video. Results indicated that intoxicated subjects had more positive intentions to engage in sex without a condom and were more likely to endorse items justifying the decision to do so than did sober subjects. The findings were interpreted in terms of "alcohol myopia"—the notion that alcohol decreases cognitive capacity so that an individual attended only to the most salient cues of a situation. (RJM)

ED 380 716 CG 026 077

Edwards, Eurinika And Others

**Relationship between Therapists' Gender and Attitudes toward Divorce and Marital Therapy Intervention Preferences.**

Pub Date—95

Note—12p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Counseling, Counseling Effectiveness, \*Counselor Attitudes, Counselor Client Relationship, \*Counselor Role, \*Counselors, \*Divorce, Intervention, Marriage, \*Marriage Counseling, \*Sex Differences

While it is commonly assumed that marital therapists define their tasks as preserving marriages, most traditionally trained marriage therapists espouse a more neutral role: that is, facilitating a constructive resolution to the marital problem, whether or not that resolution ends up entailing divorce. Despite this professed ideal of neutrality, it is doubtful that marital therapists can avoid influencing the decision making process of those they counsel. This study assessed whether there are differences between the marital therapy intervention preferences of male and female therapists, and how such differences relate to knowledge about the effects of divorce on children. Since the perceived harmfulness of divorce may affect how marital counseling is done, this study predicted a relationship between therapists' beliefs about divorce consequences and their intervention preferences. A 2-part questionnaire, assessing marital therapy intervention preferences and therapists' knowledge about the effects of divorce on children, was completed by 15 male and 22 female marital therapists. Results revealed that both male and female therapists made use of similar counseling strategies. However, male therapists were significantly more inclined to make comments inducing a favorable attitude toward divorce. The observed gender differences may be partially attributed

utable to demographic differences across the sexes. Contains five references. (RJM)

**ED 380 717** CG 026 080

*Davino, Dana And Others*  
**Relationship Between Teachers' Anti-Stimulant Attitudes and Their Experience with ADHD Students.**

Pub Date—95

Note—18p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adolescents, \*Attention Deficit Disorders, Children, Elementary Secondary Education, \*Hyperactivity, \*Stimulants, \*Teacher Attitudes, Teacher Education, \*Teacher Expectations of Students, Teacher Student Relationship, \*Teaching Experience

Identifiers—Methylphenidate, \*Ritalin

Teachers play an important role in monitoring the effects of stimulant medication used to treat Attention Deficit Hyperactivity Disorder (ADHD). Any negative attitudes they hold toward ADHD students or the students' parents, doctors, or medication, can compromise treatment efficacy. To assess teachers' perceptions of ADHD concerning social variables, drug therapy, causal factors, parental support, teacher training, involvement, and experience with ADHD students, 206 teachers, drawn from 11 elementary, middle, and high schools, were administered a 44-item survey. Comparative analysis revealed no significant relationship between teachers' stimulant attitudes and causal beliefs and their amount of experience with ADHD students. Teachers who advocated the use of ritalin were more likely to believe in genetic causal factors, and seemed more sensitive and aware of the social, academic, and medical problems associated with these disorders. Neither age nor experience appeared to mediate teachers' attitudes toward ADHD causes or treatment. Most teachers desired a high responsibility role in helping students with ADHD. Older and more experienced teachers expressed dissatisfaction both with their college training and in-service training on stimulant medication. Future studies may concentrate on the adequacy of teacher training on stimulant medication, both on the college level and through in-service training. Contains six references. (RJM)

**ED 380 718** CG 026 096

*Osborne, Jan, Comp.*

**A Sourcebook of Successful School-based Strategies for Fetal Alcohol and Drug-Affected Students.**

Western Regional Center for Drug-Free Schools and Communities, Portland, OR.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Oct 94

Contract—S188A00001

Note—60p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adolescents, Children, Classroom Techniques, Early Childhood Education, \*Educational Strategies, Elementary Secondary Education, \*Fetal Alcohol Syndrome, Instructional Design, Learning Strategies, Special Health Problems, \*Special Needs Students, Teaching Methods

Identifiers—\*Fetal Drug Exposure

This publication's instructional strategies were collected over a three-year period from participants in a series of workshops which dealt with fetal alcohol and other drug-affected children in the educational setting. These strategies are not intended to be all inclusive; rather, they are intended to celebrate the "wisdom of practice." The approaches listed here have not been evaluated as to their effectiveness, but are based on sound guidelines for working with children who may have been prenatally exposed to alcohol or other drugs. The strategies should provide the educator with a springboard for his or her own creativity and expertise. Each strategy is organized into sections by grade level: Preschool; Kindergarten through 6th Grade; Junior High/Middle School; and High School. Each grade level is then divided into three sections, with each section featuring sub-categories: (1) Room Environment (Quiet Zones, Classroom Seating, Limit Distractions, Organized Materials, Clear Rules for Classroom and Learning Centers); (2) Active Learning (Use Multiple Modalities, Multi-sensory, Manipulatives; Keep Steps Simple; Provide Opportunities for Decision Making and Problem Solving;

Model and Demonstrate Behaviors; Provide Structure); and (3) Routine (Daily Schedule, Consistent Schedule, Plan for Change, Build in Transitions, Use Visual, Auditory, and Sensory Cues). (RJM)

**ED 380 719** CG 026 097

*Bjerke, Sherry A.*

**Ohio School Nurses Define Emotional Maltreatment of School-Age Children.**

Pub Date—2 Jul 94

Note—52p.; Paper presented at the Annual Meeting of the National Association of School Nurses, Inc. (26th, Orlando, FL, June 29-July 2, 1994).

Pub Type—Tests/Questionnaires (160) — Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adolescents, \*Child Abuse, Child Neglect, Children, Elementary Secondary Education, Mental Health, \*Parent Child Relationship, Parent Influence, \*School Nurses, School Policy, School Role, \*Student Needs

Identifiers—\*Ohio

Of the 2.5 million reported cases of child abuse and neglect reported in 1990, 9 percent involved emotional abuse. However, unclear guidelines on what constitutes emotional abuse make it difficult for school nurses to intervene over suspected abuse. This paper describes the development of an instrument that defines emotional maltreatment in operational terms and that can be used by school nurses. Members (N=174) of a state nurse's association were surveyed in order to describe their opinions on referral of school-age children to social service agencies for emotional maltreatment. An adaptation of an instrument of 16 parental behavior clusters that operationally defines emotional maltreatment was used. The questionnaire adapted for this research asked if school nurses "would" or "would not" refer parents or guardians to local social service agencies for the 16 emotional maltreatment examples described in the survey. The nurses' personal characteristics were then correlated with the questionnaire. The percentage of nurses that "would refer" the parental examples ranged from 51 percent to 99 percent. Three of the 16 examples were rated referable by 99 percent of the nurses. A school nurse's experience had no apparent influence on how the nurse answered and a child's race or gender did not affect referral rate. Included in appendixes are a sample questionnaire and Operational Definitions of Emotional Maltreatment of School-Age Children. Contains 37 references. (RJM)

**ED 380 720** CG 026 098

*Marquait, James W.*

**Development of an Effective Relapse Prevention Intervention for the Parents of Juvenile Sexual Offenders.**

Pub Date—94

Note—84p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Adolescents, Family Programs, Parent Child Relationship, \*Parent Education, Parenting Skills, Parent Responsibility, \*Prevention, Rehabilitation, Secondary Education, \*Sexual Abuse, Youth Problems

Identifiers—\*Child Molesters, Parental Supervision, Relapse, \*Sex Offenders

This practicum was designed to assist parents of juveniles who had been placed in residential care for sexual offenses. Although there was a consensus in the field that inclusion of the family in treatment was essential, few family treatment models were available. No family treatment models were found specific to working with families that had children who had been convicted of sexual offenses and placed in residential care. A specific focus taken here was on teaching parents the sexual offense cycle. The offense cycle was seen as critical to understanding the sexual offending behavior and the development of an effective relapse prevention plan. This training took place with natural and foster parents who would have juvenile sexual offenders returning to their homes. Evaluation results indicate most parents would participate in training, that training did increase the understanding of sexual offense behaviors, and that the parents gained confidence in their ability to intervene in their child's sexual offense cycle. Following implementation of the training, parents became more active in the treatment program and were more likely to accept

the offender into their home following residential treatment. Professional survey, pre- and post-tests, and test results are appended. Contains 21 references. (Author)

**ED 380 721** CG 026 101

*Turk, Blansom M. Jacobs, Marjorie L.*  
**Moving Out into the World: Student Values, Choices, and Relationships.**

Report No.—ISBN-0-8039-6184-7

Pub Date—95

Note—168p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320 (\$25).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adolescents, \*Dating (Social), Friendship, \*Interpersonal Communication, Interpersonal Competence, Interpersonal Relationship, Secondary Education, \*Self Expression, \*Sex Education, Sexuality, \*Student Attitudes, Young Adults

This book provides adolescents the information and skills they need to deal with dating and their awakening sexuality. It offers students in middle school, high school, and college an opportunity to examine and discuss their own feelings, attitudes, and behaviors as they relate to relationships. To allow facilitators in family life education courses maximum control of course content, teacher guides for each lesson include a rationale, suggested objectives, activities, and assessment strategies. When appropriate, data are provided to assist in developing minilectures. Worksheet and assessment activities have also been designed to meet the diverse learning styles of students. Each reproducible student worksheet is written to stand alone to allow teachers the option to select those worksheets that are compatible with their teaching objectives and community values. The book is divided into five parts. In part one, students explore their values, standards, and attitudes. Communication skills needed to resolve parent/adolescent conflicts are addressed in part two, while part three focuses on the dating decisions that confront all teenagers. Part four includes information and worksheet exercises that address significant issues surrounding dating and sexual issues. Part five discusses sexual exploitation. Contains 51 references. (RJM)

**ED 380 722** CG 026 102

**Framework for an Integrated Approach to Student Services Prevention and Wellness Programs.**

Wisconsin State Dept. of Public Instruction, Madison. Div. for Learning Support.

Pub Date—Aug 94

Note—18p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adolescents, \*Ancillary School Services, Children, Curriculum Development, Educational Environment, Elementary Secondary Education, \*Prevention, \*Pupil Personnel Services, \*School Community Programs, \*School Health Services, \*Student Development, Well Being

Identifiers—\*Student Support Services, Wisconsin

In many school districts, student services and instructional programs designed to address youth risk behaviors have tended to operate in isolation due to their being organized around categorical funding and professional disciplines. The framework outlined here is a multistrategy approach which seeks to organize schools' efforts to address the entire range of youth risk behaviors. This organization is fostered by linking youth risk behavior service delivery, associated models and orientations, and professional disciplines. The central concept of this framework is its ability to encompass existing models and orientations. The framework's goal is to help students become resilient and successful lifelong learners. Each explanation of the framework's various components covers three areas: (1) definition and examples; (2) contributions to the framework; and (3) connections to other parts of the framework. The various frameworks discussed here include school environment, curriculum and instruction, pupil services, student programs, school-community connections, adult programs, and the school-community advisory council. Some common questions concerning the community's role in this framework, and whether or not school districts are expected to adopt this framework are answered and a list of related readings appears in the back. A list

of team member names and phone numbers is also provided. Contains a list of related readings. (RJM)

# **ED 380 723** CG 026 107

**Hearing on School Violence. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, One Hundred Third Congress, Second Session.** Congress of the U.S., Washington, DC. House Subcommittee on Elementary, Secondary, and Vocational Education.

Report No.—ISBN-0-16-0466116-2

Pub Date—20 Jul 94

Note—128p.; Serial No. 103-93.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

# **EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Adolescents, Children, Crime, Crime Prevention, \*Delinquency, \*Educational Environment, Elementary Secondary Education, Hearings, Prevention, \*Schools, \*School Security, \*Violence, Vocational Education

Identifiers—Congress 103rd

This government report presents in total the hearing on school violence held before the subcommittee on elementary, secondary, and vocational education. Included here are statistics on school violence and a list of some of the programs aimed at stopping violence in the schools. The report also features testimony from congressional representatives, a school corporation superintendent, the president of an educational association, a high-school principal, a student, a school psychologist, a school district security officer, and a development manager of a housing project. Many of these individuals delivered prepared statements and provided supplemental materials, including a report on preventing school violence and effective methods for improving school safety. (RJM)

# **ED 380 724** CG 026 129

**Erickson, Judith B. And Others**

**Indiana Youth Poll: Youth's Views of Peer Relationships.**

Indiana Youth Inst., Indianapolis.

Pub Date—94

Note—60p.

Available from—Indiana Youth Institute, 33 North Alabama Street, Suite 200, Indianapolis, IN 46204 (\$7.50 plus \$2.50 postage and handling).

Pub Type—Tests/Questionnaires (160) — Reports - Research (143)

# **EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Adolescents, \*Friendship, High Schools, High School Students, Interpersonal Relationship, Peer Acceptance, Peer Groups, Peer Influence, \*Peer Relationship, Popularity, Social Cognition, Social Development, \*Youth

Identifiers—Friendliness, \*Indiana, \*Indiana Youth Poll, Peer Comparison

This non-random survey of 614 high-school students, recent high-school graduates, and out-of-school youth, offers insights into young people's friendships, their peer group relationships and activities, their high-school hierarchies, their personal images and reputations, and the influences of peers and others on their decisions and behaviors. The poll approached peer relationships in two ways: through individual and group questionnaires. The results are presented in four chapters. Chapter one examines different facets of friendship such as developmental differences in peer relationships, the qualities that young people seek in friends, what they argue about, why friendships break up, and what behaviors are hardest to forgive. Chapter two looks at per groups: where they meet, what they do together, and how groups of friends are viewed by families. High-school social structures are examined in chapter three while chapter four reports on students' perceptions of some of the influences that peer groups and other groups have on behavior. The report underscores the power of peer relationships and the importance of friendships in youth development. Included are questions for further discussion, an annotated list of publications on adolescent life, and a copy of the youth poll questionnaire. (RJM)

# **ED 380 725** CG 026 130

**Hickey, Laura M.**

**Building Staff Morale in a Season of Change through Supportive, Growth-Oriented Supervision.**

Pub Date—94

Note—70p.; Master's Practicum, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043)

# **EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Employee Attitudes, Employer Employee Relationship, Evaluation Methods, Job Performance, Morale, \*Objectives, Organizational Climate, Professional Development, Staff Development, \*Supervision, Supervisors, \*Supervisory Methods, Work Environment

Identifiers—Supervisor Supervisee Relationship

A residential group care facility serving abused children had encountered unprecedented changes both internally and in the community. These changes had been highly stressful for this agency, affecting the morale of those closest to the children, the Child/Youth Care Workers. To address these stressors, a strategy utilizing supportive, growth-oriented supervision was developed so as to: (1) deliver intensive support to Child/Youth Care Workers as growing professionals; (2) support positive adjustment to internal changes; (3) establish a trust-based relationship to agency program management; and (4) increase morale. The central component of the strategy was the development and supervisory support of mutually agreed upon professional growth goals. The application of this supportive supervision resulted in increases in the quality and quantity of communication between child/Youth Care Workers and the supervisor, heightened participation in decision making, greater trust, more appreciation of the individual and the employee, and improved morale. This system of supervision also fostered structure and objectivity in evaluations; professional growth plans were added to permanent personnel records which increased accountability and enhanced the objectivity of performance evaluations. Appendices include a calendar plan for implementation activities and the survey instrument. Contains 12 references. (RJM)

# **ED 380 726** CG 026 131

**Mikow, Victoria A.**

**Alcohol, Tobacco, & Other Drug Use by 9th-12th Grade Students: Results from the 1993 North Carolina Youth Risk Behavior Survey.**

Pub Date—94

Note—44p.

Pub Type—Tests/Questionnaires (160) — Reports - Research (143)

# **EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adolescents, Alcohol Abuse, At Risk Persons, \*Drinking, Drug Abuse, \*Drug Use, High Schools, \*High School Students, Illegal Drug Use, \*Student Behavior, Substance Abuse, Tobacco

Identifiers—\*North Carolina, \*Youth Risk Behavior Survey

This survey examined the behaviors associated with the six leading causes of death or disability in one state's high school youth. Participants were 2,439 9th-12th grade students. Results identified alcohol as the drug most frequently used by high school students, with over half of students having used alcohol by their senior year and almost half having had at least one drink in the month prior to the survey. Nearly 25 percent reported binge drinking—white students were almost twice as likely to binge drink as black students. More than one-third of students had ridden with a driver who had been drinking with one-fifth of males and one-tenth of females admitting to drinking and driving. For tobacco use, males and females appeared nearly equally likely to smoke cigarettes but white males made up almost all of smokeless tobacco users. For illicit drug use, black students were less likely than white or "other" students to have used most types of drugs. White males reported the use of almost all substances to a greater degree than other students. Comparisons to earlier reports suggest that younger adolescents are less likely to consider the use of alcohol, tobacco, or other drugs to constitute risky behavior. Contains 22 references. (RJM)

# **ED 380 727** CG 026 132

**Alcohol, Drugs, and Pennsylvania's Youth: A Generation At Risk. The 1993 Survey.**

Pennsylvania Governor's Drug Policy Council, Harrisburg.

Spons Agency—Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.

Pub Date—[94]

Note—241p.

Pub Type—Tests/Questionnaires (160) — Numeri-

cal/Quantitative Data (110)

# **EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—\*Adolescents, Alcohol Abuse, At Risk Persons, \*Drinking, Drug Abuse, \*Drug Use, Illegal Drug Use, Secondary Education, \*Secondary School Students, \*Student Behavior, Student School Relationship, Substance Abuse, Tobacco

Identifiers—\*Pennsylvania

Given the importance of monitoring the extent of tobacco, drug, and alcohol use among students in order to formulate policy and to initiate or continue appropriate prevention and intervention programs, this report profiles one state's 6th, 7th, 9th, and 12th grade students. More than 41,000 randomly selected public school and private school students participated in the survey. The results address nine different categories of youth behavior: (1) Who they are (Demographics); (2) How willing they are to use various substances, and what they use (Intent Scale, Use Scale, Use Items); (3) The risks they take (Driver/Passenger Risk Scales, Weapons and Fighting Items); (4) How they feel about school (School Climate, Perceived Grade Average, and Post High-School Plans); (5) Where they are most likely to use drugs (Locations of Use); (6) From whom they are most likely to get drugs (Sources); (7) What they do (Activities Scale and Negative Behavior Scale); (8) Whom they trust (Resource Persons Scale); and (9) Their attitudes about their decisions regarding the use of tobacco, alcohol, and other drugs (Decision-Making Scale). Five appendices feature a copy of the 1993 survey, frequencies of response by grade, tests of difference, and other information. (RJM)

# **ED 380 728** CG 026 133

**Morganett, Rosemarie Smead**

**Skills for Living: Group Counseling Activities for Elementary Students.**

Report No.—ISBN-0-87822-347-9

Pub Date—94

Note—229p.

Available from—Research Press, 2612 N. Mattis Ave., Champaign IL 61821 (\$24.95).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Children, Coping, \*Daily Living Skills, Elementary Education, \*Elementary School Students, \*Group Counseling, \*Group Therapy, \*Interpersonal Competence, Interpersonal Relationship, Self Esteem, \*Social Integration, Student Needs

This book can help counselors in the school or mental health setting create meaningful group experiences for children who, for whatever reason, are behind in social and life skill development. The group agendas have been developed with children from grades 2-5 in mind. Although each topic stands alone, children can benefit from more than one topical group experience. The sessions are presented sequentially within each agenda so that basic information and skills are presented before exposure to more advanced ideas. Children need not have had previous counseling experience to benefit. In small groups, children master important affective and behavioral competencies associated with eight topic areas: (1) Peace Begins With Me: Peacemaking Skills; (2) I'm Somebody Special: Building Self-Esteem; (3) Friends: Getting Along With Others; (4) KIDS: Kids in Divorce Stress; (5) Grieving and Growing: Learning From Losses; (6) I CAN Kids: Control Anger Now! (7) I'm Responsible; and (8) Good Citizen's Club. These topics represent personal and social issues that frequently become problematic for elementary-age children, as identified by school and mental health counselors. Three appendices supply sample forms needed for group counseling, ethical guidelines for group counselors, and pretests and posttests. Samples of handouts are also provided. (RJM)

# **ED 380 729** CG 026 135

**Youth and the Law: A Guide for Legislators.**

Minnesota House of Representatives, St. Paul. Research Dept.

Pub Date—Oct 94

Note—82p.; For an earlier document, see ED 300 726.

Pub Type—Guides - Non-Classroom (055)

# **EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adolescents, Civil Law, Courts, Criminal Law, Juvenile Courts, \*Juvenile Justice, \*Laws, Legal Responsibility, Legislators, Secondary Education, \*State Legislation, \*Youth

**Identifiers—\*Minnesota**

This resource guide describes one state's statutes and cases so as to profile those rights, responsibilities, and protections for young people which are different from those applicable to adults. The purpose of this guidebook is to give legislators an overview of all laws affecting young people in order to have a reference aid on current state policies toward youth. The guidebook should prove useful for evaluating any proposals for changing these policies. Since this is primarily a state guide, federal statutes and cases are included in only a few areas where they dictate state policy or where state policy has been closely linked with federal law. The guidebook is divided into two parts: Part 1, "The Laws," consists of substantive laws organized by subject categories, including economic protection, family relations, health and social services, and unlawful acts against youths. Part 2, "The Courts," explains the courts and procedures that deal with youths in both civil and criminal adult court, and in juvenile court. A glossary of terms is provided at the beginning of the guidebook. (RJM)

**ED 380 730**

CG 026 138

Brown, Robert S. And Others

**An Evaluation of Conflict Resolution Programs at the Secondary Level at the Toronto Board of Education 1993-1994: The Evolution of a Model.** No. 210.

Toronto Board of Education (Ontario). Research Dept.

Report No.—ISBN-0-88881-233-7; ISSN-0316-

8786

Pub Date—Jan 95

Note—49p.

Available from—Toronto Board of Education, Research Dept., 155 College St. Toronto, Ontario, M5T 1P6, Canada (\$5 Canadian).

Pub Type—Reports—Evaluative (142)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Adolescents, \*Conflict Resolution, Educational Environment, Foreign Countries, Interpersonal Communication, \*Peer Counseling, Peer Influence, \*Problem Solving, Program Effectiveness, Program Evaluation, \*Secondary Education, Student Attitudes

Identifiers—Peer Facilitators, \*Peer Mediation, \*Toronto Public Schools ON

This report evaluates the second and third years of conflict resolution programs that were established at both the elementary and secondary levels during the 1991-92 school year. The programs emphasized peer mediation, in which students in conflict meet with a pair of students trained in mediation skills. The mediators attempt to open communication so the disputants can share their perceptions of the conflict and come to a negotiated resolution. The program was assessed through questionnaires in its second year and focus groups and interviews in its third year. Questionnaire results suggested that students trained in the conflict resolution workshops felt they had gained substantial benefits; the programs were interesting and practical, and were useful outside their application to resolving school-based disputes. Some of the focus group participants, however, reported negligible use of their peer mediation skills in actual school situations. Part of the problem with low use may have been due to the definition of what constituted a conflict. Although the peer mediation programs proved successful in many schools, it became clear that the long-term success of programs depended on expanding its role in the school community, specifically in the areas of school discipline/classroom management, and the school curriculum. (RJM)

**ED 380 731**

CG 026 139

Cochran, Donald And Others

**Young Adolescent Batterers: A Profile of Restraining Order Defendants in Massachusetts.** Massachusetts Trial Court, Boston. Office of Commissioner of Probation.

Pub Date—14 Apr 94

Note—26p.

Pub Type—Reports—Research (143)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*Adolescents, Aggression, Children, Criminals, \*Delinquency, \*Family Violence, \*Identification, Prevention, \*Violence, \*Youth Problems

Identifiers—\*Massachusetts

Research indicates a national trend of increasing violence among the juvenile population. This study examines and profiles adolescent restraining order defendants in one state. The study includes all ado-

lescent defendants between the ages of 11 and 17 who had a restraining order issued against them during a 10-month period. This study examined the characteristics and patterns of adolescent batterers and the transmission of violence and abuse. The report is divided into three sections. Section one gives a general overview of the state's adolescent batterers' cases and their characteristics. Section two deals specifically with dating violence and section three addresses familial violence, with a special emphasis on parental abuse. Included in these sections are the age and gender of batterers, statistics on the location and conditions of the battery, and victims' comments on the batterer. The report concludes that the time of the issuance of the restraining order should be a time for intervention. The teenager must unlearn the abusive behavior and be taught the appropriate interpersonal techniques. Likewise, domestic violence prevention should precede the point at which a restraining order is issued. It is recommended that personnel in courts, law enforcement, schools, and social services be trained to deal with teenage battering. (RJM)

**ED 380 732**

CG 026 142

Reeh, H. Elise Reilly, Karen J.

**A Quasi Meta Analysis of the Health Locus of Control Construct.**

Pub Date—30 Jan 95

Note—62p.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—\*Cognitive Structures, Correlation, Foreign Countries, \*Health, Health Activities, Individual Power, Literature Reviews, \*Locus of Control, \*Meta Analysis, Self Concept, \*Self Efficacy, Self Motivation, Statistical Analysis

Identifiers—\*Health Attitudes, \*Health Behavior

Numerous theories have attempted to explain possible factors relating to an individual's propensity for engaging or failing to engage in preventative health behaviors. The Health Locus of Control (HLOC) is now considered to be an important variable for understanding an individual's likelihood for following health promoting behaviors. This paper provides a quasi meta-analysis by offering a descriptive and methodological review of HLOC literature from 1976 to 1993. This literature was examined for possible sources of bias. The results of this analysis indicate that HLOC research is primarily conducted in the United States by a fairly even distribution of male and female researchers, who are often members of psychology faculties. Studies are mostly published in psychology journals, with some research appearing in medical journals. These studies have included a wide variety of participants, including hospital patients, employees, school children, and university students. HLOC research is generally of an applied nature, and is most often correlational in design. An analysis of research findings indicates that an Internal HLOC is related to health-promoting behavior, positive health status, health knowledge, information-seeking, and treatment success. Five tables and 13 figures provide statistical summaries. (RJM)

**ED 380 733**

CG 026 145

**Youth Suicide: A Special Problem in Need of Preventive Planning. AZ TAS Themes & Issues: A Series of Topical Papers on Special Education.**

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Pub Date—[92]

Note—66p.

Pub Type—Guides—Non-Classroom (055)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—Adolescents, \*Crisis Intervention, \*High Risk Students, Intervention, \*Prevention, Psychopathology, Secondary Education, \*Self Injurious Behavior, Student Problems, Student School Relationship, \*Suicide, Youth, Youth Problems

Identifiers—\*Adolescent Suicide, Arizona, Suicide Ideation, \*Suicide Prevention

The National Institute of Mental Health (NIMH) estimates that for every high school of 2,000 or more students in the United States, there is at least one successful suicide and thirty to fifty attempts each year. This report offers one state's examination of suicide and presents some effective responses to this problem. Discussed are those students most at risk, legal issues, guidelines for developing policies and procedures, and some general prevention strategies. Ten appendices include a sample suicide intervention model, typical distress signals, a profile

of youth at high risk for depression, symptoms of depression, a lethality assessment, guidelines for responding to suicidal ideation, resources on the topic, and examples of crisis management training. Suicide prevention is falling more upon the schools and having an effective suicide prevention program in a school depends on the participation of students and parents in all aspects of the program. Schools should also enlist community support. Outside agencies can serve as consultants, referral sources, and trainers of staff and students. (RJM)

**ED 380 734**

CG 026 146

Ametrano, Irene Mass Pappas, John G.

**Client Perceptions of Counselor Effectiveness: Do Gender and Sex-Role Orientation Make a Difference?**

Pub Date—Mar 95

Note—13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (18th, Hilton Head, SC, March 1-4, 1995).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Androgyny, Counseling, \*Counseling Effectiveness, Counselor Attitudes, \*Counselor Characteristics, \*Counselor Client Relationship, Counselor Evaluation, Counselors, \*Sex Differences, \*Sex Role, Sexual Identity

Identifiers—Client Attitudes, \*Client Satisfaction, \*Counselor Effectiveness

This study assessed the influence of gender and sex-role orientation on counselor effectiveness. Participants (56 female, 24 male) consisted of advanced level Master's degree counselor trainees and their clients. The counselors' sex orientation was based on their responses on the Personal Attributes Questionnaire. Sex orientation was divided into four categories: androgynous (n=27), masculine (n=5), feminine (n=26), or undifferentiated (n=7). Client data included descriptive information, results from the Counselor Rating Form-Short Version (CRF-S), and other measures. Results suggest that sex-role orientation alone and gender alone did not adequately account for differences in how clients perceived their counselors. However, when sex-role orientation was considered with gender, several differences and some relationships emerged. Undifferentiated male counselors were less likely to be referred to their clients' friends than were androgynous counselors (male and female), feminine female counselors, and undifferentiated female counselors. Counselor sex-role orientation and gender, however, made little difference in clients' perceptions of counselor attractiveness, expertise, and trustworthiness, in feelings of being helped by the counselor, or in willingness to return in the future. (Contains 23 references.) (RJM)

**ED 380 735**

CG 026 147

Yazak, Daniel L.

**Anger Management in the Workplace.**

Pub Date—12 Oct 94

Note—16p.; Paper presented at the Annual Meeting of the Montana Association of Rehabilitation (October 1994, Butte, MT).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Adjustment (to Environment), \*Anger, Counseling Techniques, Counselors, Emotional Problems, Employee Attitudes, Hostility, Psychological Patterns, Quality of Working Life, \*Stress Management, Stress Variables, Violence, \*Work Environment

This presentation offered counselors and therapists an opportunity to comment on the invisible aspects of anger in the workplace. An argument is made that anxiety is a foundational construct that supports rage, violence, and anger. An audience of 35 participants were asked to describe the one situation that best illustrated the most anger observed in a consumer. Participants were also asked to relate an example of the most extreme example of violence in the workplace. Violence was defined as an expression of anxiety and anger that had a specific target. Responses indicated that most providers encountered violence early in their professional careers. A literature review of findings in anger management is offered along with commentaries on play therapy and role play. Some examples of how counselors can address and actively manage anger in their agencies are given and numerous anecdotes of the consequences of pent-up anger are also related. Contains 19 references. (RJM)

**ED 380 736** CG 026 148

Zoslocki, Linda

**Ritual Abuse and Counseling: A Survey.**

Pub Date—May 94

Note—32p.; Master's Research Project, California State University.

Pub Type—Tests/Questionnaires (160)—Reports—Research (143)—Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adolescents, \*Child Abuse, Child Behavior, Children, Counseling, Elementary Secondary Education, Literature Reviews, \*School Counselors, \*Student Behavior, \*Surveys, Victims of Crime.

Identifiers—Indicators, \*Ritual Abuse, Ritual Behavior, Satanic Abuse

Ritual abuse consists of mental, physical, sexual, and psychological abuse motivated by religious reasons, out of anger and stress, or inflicted on victims for reasons unknown. Little is now being done to educate and train school counselors on ritual abuse and its signs. This paper offers a literature review of ritual abuse and the results of a survey of school counselors conducted in order to assess whether they had encountered the signs and symptoms of ritual abuse among school-age children. A 45-item questionnaire was developed and sent to 200 randomly selected counselors—119 were returned. Since the study was conducted as a blind review, it focused on whether counselors had encountered the signs and symptoms of ritual abuse at least one time within the last two years, as opposed to the number of times counselors observed these signs and symptoms in their students during the counseling session. Results indicated that, although counselors may not be aware of the signs and symptoms of ritual abuse, they did encounter such abuses in the counseling process. Of particular importance were the responses to some of the imbedded indicator questions. Approximately half of the respondents stated that their students were either self-mutilating or accident prone and fearful or preoccupied with death. Contains 17 references. (RJM)

**ED 380 737** CG 026 151

Austin, Gregory Roizen, Ron

**Alcohol Consumption among Youth: Current Trends and Research Findings. Prevention Research Update, No. 12.**

Western Regional Center for Drug-Free Schools and Communities, Portland, OR.

Spons Agency—Department of Education, Washington, DC.

Pub Date—93

Contract—S18EAO0001

Note—107p.

Available from—Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204.

Pub Type—Reference Materials—Bibliographies (131)—Reports—Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Adolescents, Alcohol Abuse, Alcohol Beverages, \*Drinking, Literature Reviews, \*Prevention, \*Research Reports, State of the Art Reviews, Student Attitudes, \*Student Behavior, \*Trend Analysis, Youth Problems

This update offers current knowledge about the scope and nature of adolescent drinking. Its goal is to bridge the communications gap between the researcher, the practitioner, and the general population by disseminating research findings in an accessible manner and by providing an introductory review of the significance of these findings. Abstracts are provided for a wide cross-section of 36 studies published since 1990 on adolescent drinking, use correlates and risk factors, and prevention program evaluations. Summarized and assessed are recent survey data, the major sources of the survey data, and trends. The epidemiological literature is reviewed in regard to three related questions: (1) How many primary and secondary school youth are drinking and how much are they consuming? (2) What are the patterns and effects of use? and (3) What are the current trends? In spite of extensive research in this area, gaps and inconsistencies in findings are apparent. Even so, today's youth use alcohol more than illicit drugs and a substantial proportion of high school students are drinking regularly and heavily. As for prevention, results indicate that a prevention curriculum's potential effectiveness is partly a function of the substance addressed and that successful strategies against one drug may not succeed against other drugs. (Contains over 300 references.) (RJM)

**ED 380 738** CG 026 152

**Project Application Guidelines for Alcohol and Other Drug Abuse Program Funding. Student Services, Prevention, and Wellness Team. Bulletin No. 95202.**

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Pupil Services.

Pub Date—Jan 95

Note—93p.

Available from—Bureau for Public Services, Wisconsin Dept. of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

Pub Type—Guides—Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adolescents, \*Alcohol Abuse, Children, \*Drug Abuse, Early Intervention, Elementary Secondary Education, \*Financial Support, \*Grants, Guidelines, Prevention, Program Guides, \*Programs, \*State Programs

Identifiers—Drugs, \*Wisconsin

This publication provides information and application forms for alcohol and other drug abuse (AODA) funding. The contents include the following: Framework for Student Services, Prevention and Wellness; Abstracts of AODA Grants; Timetable for Grants; Criteria Applicable to all State AODA Grants; Criteria Specific to Aoda Program Grant; AODA Programs Project Grant Application; Criteria Specific to After School/Summer School Grant; AODA Programs Project Grants for After School and Summer Program Application; Criteria Specific to Families and Schools Together Grant; Criteria Specific to DARE Grant; AODA Programs Project Grants/Families and Schools Together Application; AODA Programs Project Grants/DARE Application; Grant Criteria Alcohol/Traffic Safety (ATS) Grant Program; ATS Grant Program Application; Checklist for Reviewing Grants Before Submission; Budget Category Definitions; General Fiscal Requirements for State AODA Grants; Reports and Forms; Wisconsin Elementary and Secondary School Accounting System Fund, Source, and Project Numbers for State AODA Grants. Six appendices offer various report and request forms, and lists of individuals associated with the above programs. (RJM)

**ED 380 739** CG 026 153

**Creating Safe Neighborhoods, Safe Streets, Safe Schools, [and] Safe Workplaces: Using Illinois' Drug Laws.**

Illinois Criminal Justice Information Authority, Chicago.

Spons Agency—Department of Justice, Washington, DC. Bureau of Justice Assistance.

Pub Date—Jul 93

Contract—90-DB-CX-0017

Note—20p.; Photographs may not reproduce well.

Pub Type—Guides—Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Crime, \*Crime Prevention, Drug Addiction, Drug Legislation, Drug Rehabilitation, \*Illegal Drug Use, \*Intervention, \*Neighborhoods, Prevention, \*School Security, Work Environment

Identifiers—Drug Free Schools, Drugs, \*Drug Trafficking, \*Illinois

This handbook provides renters, homeowners, teachers, parents, and workers with tools for ridding their communities of illegal drugs. The booklet describes relevant anti-drug laws, and provides examples of how they are being used successfully in one state. The case studies cited almost always involve individuals and community groups working together with local law enforcement officials and prosecutors. The book is divided into four major sections: (1) Safe Neighborhoods; (2) Safe Streets; (3) Safe Schools; and (4) Safe Workplaces. Each section briefly outlines the extent of the problem, lists strategies for drug trafficking prevention, and offers tips for safely intervening with drug activities. Each major section of the handbook concludes with one or two resource numbers. Also included is a list of resources that can be contacted for treatment assistance by those having a problem with illegal drugs. (RJM)

**ED 380 740** CG 026 154

Coberly, Sally

**Making the Business Connection: Strategic Planning for Public/Private Partnerships: A Guide for the Aging Network.**

Washington Business Group on Health, Washington, DC.

Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—Mar 94

Contract—90AT0473

Note—50p.; For a related document, see CE 026 155.

Available from—National Eldercare Institute on Business and Aging, Washington Business Group on Health, 777 N. Capitol Street, N.E., Suite 800, Washington, DC 20002 (\$10 prepaid).

Pub Type—Guides—Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Aging (Individuals), \*Corporate Support, \*Older Adults, Policy Formation, Private Financial Support, \*Private Sector, Program Development, Program Proposals, \*Public Agencies, \*Strategic Planning

Identifiers—\*Elder Care, Employer Role, Population Aging, \*Public Private Partnership Programs, Public Private Relationship

This is one in a series of five guidebooks on partnerships between aging agencies and businesses. The guidebook provides practical information to assist state and local aging agencies in developing strategic relationships with businesses in their communities. The focus is on how to craft an overall partnership strategy that provides the framework for developing partnerships in topic-specific areas: volunteerism, older worker employment, health promotion, and employer-sponsored eldercare. The book is organized into five chapters. Chapter 1 provides an overview of the history of public/private partnerships, discusses the impetus for business involvement in aging, outlines the expectations of both business and the aging network, and describes the legal and regulatory framework within which business and aging partnerships operate. Chapter 2 outlines what the aging network and business have to offer each other and chapter 3 describes the variety of partnerships that network agencies can forge with business. The mechanics of the process is discussed in chapter 4, along with a step-by-step strategic planning effort for initiating, establishing, and maintaining partnerships. The final chapter discusses the roles that State Units on Aging can play in facilitating and fostering partnerships at the local level. (RJM)

**ED 380 741** CG 026 155

Sheehy, Edward

**Public/Private Partnerships: Building Support for Employer-Sponsored Eldercare: A Guide for the Aging Network.**

Washington Business Group on Health, Washington, DC.

Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—Mar 93

Contract—90AT0473

Note—92p.; For a related document, see CE 026 154.

Available from—National Eldercare Institute on Business and Aging, Washington Business Group on Health, 777 N. Capitol Street, N.E., Suite 800, Washington, DC 20002 (\$10 prepaid).

Pub Type—Guides—Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Aging (Individuals), \*Corporate Support, \*Older Adults, Policy Formation, Private Financial Support, \*Private Sector, Program Development, Program Proposals, \*Public Agencies, Strategic Planning

Identifiers—\*Elder Care, Employer Role, Population Aging, \*Public Private Partnership Programs, Public Private Relationship

This guidebook provides practical information to assist state and local aging agencies in developing strategic relationships with businesses in their communities. It focuses on the experiences of those state agencies and Area Agencies on Aging that are actively working with local employers and it presents a framework for other agencies. The book is divided into five chapters. Chapter 1 gives an overview of public/private partnerships in employer-sponsored eldercare, and lists some of the reasons for the interest that companies and employees exhibit in eldercare activities. Chapter 2 shows how to build support for employer-sponsored eldercare through briefings for business leaders, committee work, and other strategies. Chapter 3 looks at the role a state association can play in bringing consistency to product and service development and the cost savings in centralizing marketing responsibilities. Chapter 4 discusses an approach for identifying an agency's strengths and capabilities and offers sample copy points that can be adapted for use in various markets.

ing materials. Chapter 5 explores the function of a business plan, both as an internal management tool and as a document that can help attract funding support. A sample plan for guiding an agency through this process is presented. (RJM)

**ED 380 742** CG 026 156  
**Revitalization of Guidance in Northeast Ohio: Model Component Reports.**

Cleveland State Univ., Ohio. Coll. of Education. Spons Agency—Cleveland Foundation, Ohio; George Gund Foundation, Cleveland, Ohio. Pub Date—Sep 89

Note—61p.; For the final report, see CG 026 157. Pub Type—Reports—Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**  
Descriptors—Adolescents, Career Guidance, Children, \*Demonstration Programs, Elementary Secondary Education, Experimental Programs, \*Guidance, \*Guidance Objectives, \*Guidance Programs, Innovation, Models, School Counseling, \*School Guidance, Student Development, Student Personnel Services

Identifiers—\*Ohio (Northeast), Revitalization  
This publication presents the reports of 10 schools which for two years have been involved in the Revitalization of Guidance Project. This project provided service and consultative assistance for guidance leadership teams from each of the 10 schools so that the schools could revitalize their guidance programs around a developmental conceptualization. Each of these teams was able to develop one component of their guidance program so that it could serve as a model for other schools. The reports included here describe the model components developed by each team. Addressed are projects from elementary, middle, junior high school, and high school. Some are actual components which might easily be transferred to another school. Others describe a process that can be used by schools that want to change their program. Since each guidance program is unique because of the students it serves, a model or process may not directly transfer, but it is hoped that these materials will provide ideas and motivation for the revitalization of guidance programs. Each team also prepared a portfolio of materials from this project which interested people may borrow. (Author/RJM)

**ED 380 743** CG 026 157

O'Dell, Frank L. And Others  
**Revitalization of Guidance in Northeast Ohio Project, Final Report.**

Cleveland State Univ., Ohio. Coll. of Education. Spons Agency—Cleveland Foundation, Ohio; George Gund Foundation, Cleveland, Ohio. Pub Date—Jul 90

Note—57p.; For the model component reports, see CG 026 156.

Pub Type—Reports—Descriptive (141)  
**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adolescents, Career Guidance, Children, \*Demonstration Programs, Elementary Secondary Education, Evaluation, Experimental Programs, \*Guidance, \*Guidance Objectives, \*Guidance Programs, Innovation, Program Evaluation, School Counseling, \*School Guidance, Student Development, Student Personnel Services

Identifiers—\*Ohio (Northeast), Revitalization  
This report appraises a 3-year project that sought to develop leadership teams in 10 schools so as to assist schools in revitalizing their guidance programs around a developmental approach. The focus was to create a guidance curriculum that was proactive rather than reactive and for the program to be installed in the school's regular curriculum. The programs were evaluated both externally and internally, with a consultant ranking counselor effort and participants evaluating three major events: (1) Revitalization of Guidance Class; (2) the Conference on Competency Based Guidance (a program for central office personnel, building level administrators, counselors, and directors of guidance); and (3) the Fall Dissemination Conference. Participants gave all of these events a positive ranking. The project staff themselves reported that 9 out of the 10 schools made significant progress in their guidance programs. Two schools had dramatically restructured their programs and 9 out of the 10 schools' model components proved useful to other districts. The major finding for the project was that for change to take place, existing paradigms must be explored, owned, and changed. An appendix lists the dissemination efforts for this program. (RJM)

**ED 380 744** CG 026 158

Wilczenski, Felicia L. And Others  
**Promoting "Fair Play": Interventions for Children as Victims and Victimized.**

Pub Date—94

Note—53p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adolescents, \*Aggression, Antisocial Behavior, \*Child Behavior, Children, Educational Environment, Elementary Secondary Education, \*Hostility, \*Intervention, Student Attitudes, \*Violence

Identifiers—\*Bullying, \*Victimization

Because of escalating violence in our nation's schools and neighborhoods, childhood aggression is receiving intense public scrutiny. This article offers a systemic perspective for understanding the pervasive problem of bullying and victimization by clarifying adult attitudes toward childhood aggression; by reviewing the familial, educational, and societal systems which influence interpersonal relationships among children; by examining multicultural issues; by explaining victimization as a continuum of behavior; and by considering the issue of children as victims and victimizers through an emphasis on the relationship between the two. The issues covered here include changing views on childhood aggression; victimization from home to school; a definition of bully behavior; racial bullying; cross-gender bullying; the prevalence of bullying; bullies and victims; aspects of interpersonal bullying relationships; victimization as an aversive experience; shattering victims' assumptions of a just world; implications for intervention; and prevention. The latter topic leads into a description of the Fair Play program which was developed by analyzing the motives for bullying as well as the link between victims and victimizers. Since the Fair Play program uses sociodramatic techniques, some of the program's activities, which were designed to help children avoid violence, are provided. (Contains 110 references.) (RJM)

**ED 380 745** CG 026 159

O'Connor, Karen L. And Others  
**The Effects of Peer Mediation Training on Third Party Facilitated Conflict Resolution.**

Pub Date—95

Note—14p.; Paper presented at the 1994 Meeting of the Association for Counselor Education and Supervision.

Pub Type—Speeches/Meeting Papers (150) — Reports—Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Conflict Resolution, Empathy, Helping Relationship, Higher Education, Interpersonal Communication, Nondirective Counseling, Peer Counseling, Problem Solving, Sharing Behavior

Identifiers—\*Peer Mediation, Third Party Evaluation, \*Training Effectiveness

Mediation training should produce highly successful mediators who are capable of carrying out smooth and effective mediation. This study assessed subjects' perceptions of the effectiveness of mediation by comparing trained team mediators to untrained team mediators. Subjects (N=30) evaluated videotaped mediation vignettes showing both the trained and untrained team confronted with the same conflict by the same disputants. It was hypothesized that mediation effectiveness would be higher for trained mediators than for untrained third party participants. Results showed that trained mediators were rated as significantly more effective in establishing trust with the disputants, in directing neutral questions at disputants, and in establishing and enforcing rules during the mediation session. Counter to the hypothesis, untrained mediators were rated significantly higher on items assessing mediators' sensitivity to diversity, on mediators' helpfulness towards disputants, and on positive emotional change in disputants. These perceptions of the untrained mediators may have been due to the fact that trained mediators are taught to act as neutral third parties and are thus discouraged in helping directly. Untrained mediators may be more inclined to provide advice, direction, and answers for the disputants, thus creating the appearance of being more helpful. (RJM)

**ED 380 746** CG 026 160

Nam, Jeong Sook And Others

**Predictors of Drug/Alcohol Abuse and Sexual Promiscuity of College Students.**

Pub Date—Nov 94

Note—25p.; Paper presented at the Annual Meeting of the Tennessee Counseling Association (Chattanooga, TN, November 20-22, 1994), and at the Annual Meeting of the Southern Association for Counselor Education and Supervision (Charlotte, NC, November 3-6, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports—Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Alcohol Abuse, Anxiety, \*College Students, Drug Abuse, Existentialism, Higher Education, \*Prediction, \*Predictive Measurement, \*Sexuality, Student Problems, \*Substance Abuse, Youth Problems

Identifiers—Frankl (Victor E), Logotherapy, \*Meaningfulness, Sexual Attitudes

This study examined the relationship between the individual's purpose in life, existential anxiety, powerlessness and use of alcohol/drugs and the tendency to be sexually promiscuous. The study is rooted in the work of Viktor E. Frankl, which suggested that a lack of meaning and purpose can cause socially deviant behavior and psychological problems. College students (N=344) participated in the study, filling out a variety of research instruments. Results indicate a significant relationship between lack of meaning in life and social deviance. Powerlessness and existential anxiety, when examined separately, did not seem to predict alcohol and drug use, but the linear combinations of low purpose in life, high existential anxiety, and high powerlessness proved a significant predictor of alcohol and drug use. Males tended to use more alcohol and drugs, to be more sexually promiscuous, and to feel more existential anxiety and powerlessness than females. Drug involvement was significantly greater for students with low GPAs than for students with high GPAs. The former also showed lower purpose in life, higher existential anxiety, and tended to be more sexually promiscuous. Students having no religion showed significantly lower purpose in life scores than did religious students. (RJM)

**ED 380 747** CG 026 161

Van Cleave, Mary  
**The Least of These: Stories of Schoolchildren.**

Spons Agency—National Association of Elementary School Principals, Alexandria, VA.

Report No.—ISBN-0-8039-6201-0

Pub Date—94  
Note—244p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (paperback, ISBN-0-8039-6201-0: \$19.95; hardcover, ISBN-0-8039-6200-2: \$39.95).

Pub Type—Books (010) — Creative Works (030)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Children, Educational Change, \*Educational Environment, Elementary Education, \*Elementary Schools, \*Elementary School Students, \*Elementary School Teachers, Fiction, \*High Risk Students, \*Principals, Student Attitudes, Student Problems, Teacher Attitudes, Urban Problems

This book relates a fictionalized year in the life of an elementary school. Told from the perspective of an elementary school principal, whose school is located in a poor, urban neighborhood, the stories portray the daily struggles of the children, teachers, and principal. Some of the themes explored include chaos and violence, problem students, teacher conflicts, lack of resources, battles with bureaucracy and unions, and the acceptance that comes to educators forced to face limitations, both personal and external. The stories function as metaphors for the frustrations and triumphs common to most urban schools, and the elements that work against educational goals. Emphasized here is the "human factor" and how it must be considered in any concept of school reform. (RJM)

**ED 380 748** CG 026 164

Powell, Richard  
**Comparing Methods of Evaluating Treatment Effects.**

Pub Date—[95]  
Note—15p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Comparative Analysis, Counseling, \*Counseling Effectiveness, \*Counselor Evalua-

tion, \*Counselor Performance, \*Evaluation Criteria, \*Evaluation Methods, \*Evaluation Needs, \*Evaluation Problems, \*Outcomes of Treatment, \*Psychologists, \*Therapy

This paper examines four common measures of treatment outcomes—ethical standards, statistical analysis, standards of care, and social validation—and explores the inherent problems associated with each. Ethical standards may assure the public that only reasoned professional approaches are used, but the ethical treatment of patients does not mean that they experienced a beneficial change. Statistical analysis, on the other hand, can detect changes, but its primary use in group treatment offers little help to practitioners dealing with individual clients. A standard of care—where all practitioners approach a problem in a certain way—suffers from contradictions in treatment protocol since explicit standards are not available for many clinical problems. One suggested solution is to adopt an established series of steps in providing services. Lastly, social validation, a process which determines how society views the whole spectrum of treatment, faces problems similar to standards of care since normative rates for all clinically significant behaviors are not readily available. The best measure of outcome, it is argued, would use these four indices in concert. By combining measures, counselors can arrive at a more accurate picture of therapeutic effect and begin the process for wide agreement on measuring outcomes. (RJM)

ED 380 740 CG 026 165

Eisler, Judith  
Comprehensive Conflict Resolution Training Program, 1993-94. OER Report.

New York City Board of Education, Brooklyn, NY.  
Office of Educational Research.

Pub Date—1 Aug 94  
Note—66p.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, \*Conflict Resolution, Educational Environment, \*Evaluation, Helping Relationship, High Schools, Interpersonal Communication, \*Peer Counseling, Problem Solving, School Safety, Training

Identifiers—New York City Board of Education, \*Peer Mediation, \*Training Effectiveness

To help students learn peaceful conflict resolution, the Comprehensive Conflict Resolution Program was initiated. This report analyzes that effort. The program established peer mediation centers in high schools and developed a pilot course or core unit on collaborative negotiation. The program's development and inception are presented in this report in four chapters. Chapter 1 gives the background of the program, program goals, and the evaluation focus and methodology which were used to judge the program. Program implementation is discussed in chapter 2, with major findings appearing in chapter 3. Chapter 4 offers conclusions and recommendations. During the first year, efforts focused largely on training staff and providing on-site support via a conflict resolution coordinator. Each high school selected and trained a cadre of students as mediators who, under adult supervision, mediated disputes involving their peers. Evaluation of the program found that schools made substantial progress in implementing the program. School administrators and program specialists noted positive changes in the attitudes and behavior of school staff and students, along with their improvements. For the second year, program efforts centered on helping schools deal more effectively with conflict by increasing their sense of program ownership and independence through continued training. (RJM)

ED 380 750 CG 026 166

Eisler, Judith  
Project Schools Teaching Options for Peace (STOP) Teen Mediation Project, 1993-94. OER Report.

New York City Board of Education, Brooklyn, NY.  
Office of Educational Research.

Pub Date—[94]  
Note—93p.

Available from—Office of Educational Research,  
110 Livingston Street, Room 740, Brooklyn, NY  
11201.

Pub Type—Reports - Descriptive (141)  
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, \*Conflict Resolution, Educational Environment, \*Evaluation, Helping Relationship, Interpersonal Communication, \*Peer Counseling, Problem Solving, School

Safety, Secondary Education, Training  
Identifiers—New York City Board of Education, \*Peer Mediation, \*Project STOP NY, Training Effectiveness

Project STOP, a comprehensive conflict resolution program, was piloted in 15 middle schools in 1991-92. This report provides an overview of STOP's inception and results. The project incorporated three components to help schools deal more effectively with conflict: (1) student peer mediation; (2) classroom instruction in conflict resolution; and (3) parent training. The report is divided into four sections. An introduction gives a project overview and discusses evaluation issues and methodology. A second part describes the experiences and perceptions of participants and outlines the conflict resolution training and support. The largest section, section 3, gives particulars on project implementation and assessment and includes information on mediation, curriculum, parent training, and other facets of the program. Section 4 measures some of the successes of STOP and offers recommendations. In terms of success, some of the indicators of the program's viability included its endorsement by many in the school community, the incorporation of the STOP curriculum in instructional styles, a recognition of alternatives to violence and a place to go in the school where problems can be resolved peacefully, students mediating cases successfully, increases in the number of students who want to be mediators, and in the number of self-referrals to mediation. (RJM)

ED 380 751 CG 026 168

Sinkin, Linda And Others  
Evaluation of the HIV/AIDS Education Program—Including Condom Availability, 1990-1992. OREA Report.

New York City Board of Education, Brooklyn, NY.  
Div. of Strategic Planning/Research and Development.

Pub Date—[92]  
Note—201p.

Pub Type—Reports - Evaluative (142)  
EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Acquired Immune Deficiency Syndrome, Adolescents, Children, Community Involvement, \*Curriculum Evaluation, \*Education, Educational Assessment, Elementary Secondary Education, Evaluation, Participant Satisfaction, Peer Influence, Perception, \*Prevention, \*Program Evaluation

Identifiers—\*Condoms, New York City Board of Education

The number of adolescents with AIDS and the number of young adults diagnosed with AIDS who were infected with HIV during adolescence continues to grow at alarming rates. This report evaluates a program that included staff development, mandated HIV/AIDS education for children in kindergarten through grade 12, and a peer leadership component that was designed to increase students' knowledge of HIV/AIDS issues. The evaluation appears in seven chapters. Chapter 1 provides an introduction and overview of the program. Chapters 2 and 3 describe program orientation, different levels of training, recruitment, and the accomplishments of the HIV/AIDS education teams, while chapter 4 addresses issues affecting mandated HIV/AIDS instruction and related educational efforts in high schools. Chapter 5 focuses on the first year of condom availability during the two phases of the program, and chapter 6 covers community program involvement and resource needs. The peer education program and Be Active in Self Education (BASE) grants are discussed in chapter 7. Evaluators offer recommendations at the end of each chapter. Also included are a glossary and appendices cataloging schools by implementation phase, program implementation guidelines, a self-assessment instrument, curriculum descriptions, and a list of participating community-based organizations. (RJM)

ED 380 752 CG 026 171

Morris, June  
SexTalk for Parents and Teenagers.

Australian Council for Educational Research, Melbourne.

Report No.—ISBN-0-86431-151-6  
Pub Date—95

Note—88p.

Available from—The Australian Council for Educational Research Ltd, 19 Prospect Hill Road, Camberwell, Melbourne, Victoria 3124, Australia (\$12.95 Australian plus shipping).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Adolescents, Child Rearing, \*Communication (Thought Transfer), Family Relationship, Foreign Countries, Intimacy, Love, \*Parent Child Relationship, \*Parenting Skills, \*Parent Materials, Secondary Education, \*Sex Education, \*Sexuality

Identifiers—Australia, \*Sex Knowledge

Most parents want to prepare their adolescents for sexual relationships, but find it difficult to discuss sex with their teenagers. This book aims to help families improve communication and presents in a short-story format, factual information on sexuality. It is intended as an introduction to the subject of sex and as a quick reference tool for parents and their young adults. It answers common questions asked by parents and teenagers and tries to diffuse the emotional volatility evident in these kinds of exchanges. The book unfolds in two parts. Part 1, "Talking about it," addresses communication needs and includes activities to promote family discussions. Part 2, "Towards a healthy sexual future," examines female health matters, contraception, teenage pregnancy, health, sexual difference, and tips on obtaining suitable books and teaching materials. Some of the specific topics covered in this book include abortion, adoption, AIDS, birth control, breasts, sexually transmitted diseases, contraception, erections, hepatitis, homosexuality, hormones, infertility, masturbation, family planning, oral sex, the penis, relationships, self-esteem, and the vagina. A list of materials for future reference and an index are included. (RJM)

ED 380 753 CG 026 172

Missouri Student Health Survey, 1993 Summary Report.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Instruction.

Pub Date—Mar 94  
Note—67p.

Pub Type—Tests/Questionnaires (160) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, \*Child Health, Comparative Analysis, Drinking, \*Health Needs, \*School Surveys, Secondary Education, \*Student Behavior, \*Student Evaluation, Student Problems, \*Substance Abuse, Surveys, Tobacco, Youth Problems

Identifiers—Drug and Alcohol Survey, \*Missouri

This report summarizes data compiled in a survey of student health conducted among 53,362 7th and 12th grade students in the spring of 1993. In order to compare these results to older students' health, 990 students attending Adult Basic Education centers were also surveyed. The survey instrument, which appears in Appendix A, contains 77 questions pertaining to knowledge, attitudes, and behaviors related to drugs, AIDS, and general health. The surveys also served as part of a local needs assessment to assist in reviewing and planning of each district's comprehensive health education curriculum. While the report considers the impact of factors related to drug use, it does not intend to suggest causation. Surveys results, which were compiled and cross-tabulated by grade level, gender, ethnicity, locality, and certain other factors identified as relating to frequency, are presented in four general categories: (1) description of students represented; (2) tobacco, alcohol and other drugs; (3) HIV/AIDS; and (4) general adolescent health perspective. According to the results, students increased their use of cigarettes, alcohol, and marijuana compared to a 1991 survey. Other findings are also discussed. It is hoped that the data summary will facilitate comparisons of local results to statewide data so as to assess relative needs. (RJM)

ED 380 754 CG 026 173

Tentoni, Stuart C.  
How To Prepare Program Proposals for the American Psychological Association Annual Convention.

Pub Date—Aug 95

Note—21p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Graduate Students, Graduate Study, Higher Education, Professional Development,

SEE AUG 1995

Professional Recognition, \*Program Proposals, \*Proposal Writing, Psychological Studies, \*Strategic Planning

Identifiers—\*American Psychological Association, Professional Activities, \*Professional Meetings

The purpose of this paper is to dispel myths about preparing program proposals for the American Psychological Association's annual convention. The report's goal is to increase the number of student presenters at future annual conventions. It has been determined that, for a variety of reasons, psychology graduate students participate more in poster sessions than in actual programs. But poster presentations do not guarantee that anyone will attend the poster session or offer feedback, and proposing a poster session actually requires more work than that involved in submitting a symposium proposal. This report details how students can develop a program proposal. The areas covered include the development and titling of topics, conducting literature reviews, proposal preparation, how to submit the proposal to the most appropriate division, what happens if a proposal is accepted, dealing with probable rejection of a proposal by re-writing the proposal for the following year's annual convention, and protecting "ownership" of a rejected proposal idea through publication. Included in each section are tips, strategies, and examples of how to generate a successful program. (RJM)

## CS

ED 380 755

CS 012 032

Bellows, B. P.

**Does Knowing about Text Structures Help Disabled, Adolescent Readers? An Exploratory Study of Adolescents' Awareness and Use of Global Coherence.**

Pub Date—1 Dec 94

Note—15p; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, Case Studies, Coherence, Graduate Students, Higher Education, \*Reading Comprehension, \*Reading Difficulties, \*Reading Instruction, Reading Processes, Reading Research, Remedial Instruction, Secondary Education, \*Text Structure

Identifiers—Expository Text

A study investigated how a knowledge or lack of knowledge of basic text structures, such as comparison and contrast and cause and effect, contributes to the reading process in remedial adolescent readers. By observing a group of graduate students and through the close study of a few adolescent case studies, a researcher attempted to determine if the teaching of text structures is useful. Results showed that when there is good comprehension there is little need to be aware of text structures. There is an "automaticity" to the use of expository text structures that is analogous to phonic awareness. That is, many students were never taught phonics explicitly but they use the system when confronted with a new word; similarly, most students were never taught organizational text systems yet they are aware of them when they need to be. Further, when it is not automatic, knowledge of text structures may actually cause interference in the reading process. A session with one adolescent student suggests that the knowledge of text structures can be irrelevant to comprehension. Work with another student suggests that scholars need to measure more carefully the text-to-reader match. Teaching about text structures when the text is too easy is not worthwhile; teaching about text structure when the text is very difficult does not seem helpful. Perhaps, further research could be sensitive to identifying text that is "in-between" ("instructional") in difficulty. (Contains 22 references.) (TB)

ED 380 756

CS 012 033

Wagner, Jeffrey D.

**Comparing Reading Attitudes and Academic Achievement of Eighth Graders.**

Pub Date—[94]

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Attitude

Measures, Grade 8, Junior High Schools, Junior High School Students, \*Reading Ability, \*Reading Attitudes, Reading Instruction, Reading Research, Reading Skills, \*Student Attitudes

Identifiers—Aliteracy, Ohio

Classroom teachers in the 1990s are encountering more and more students who are uninterested in learning. In fact, some students begrudge even opening up their books whether it be to read, spell or solve math problems. These negative attitudes are believed by many teachers to have a significant bearing on the students' ability to perform well in any given subject area. A study therefore investigated the correlation between attitudes toward reading and performance in reading. Subjects, 35 eighth-grade students out of a class of 360 predominantly white, lower middle class, urban junior high students in Ohio were given the Wisconsin Reading Attitude Inventory Form which assessed their attitudes toward reading. The scores on the inventory were then compared to the grades the students received in their seventh grade reading class last year to see if a correlational relationship existed. The results were determined by establishing the mean, standard deviation, median, Cronbach's reliability of each part of the inventory and how they correlated with the grades students received. For this group of readers, the results revealed that a low correlation existed between any attitude score or a combination of scores and grades in seventh grade reading class. (Contains seven references and one table.) (Author/TB)

ED 380 757

CS 012 037

Szymanski, Julie Ann

**Vocabulary Development: Context Clues versus**

**Word Definitions.**

Pub Date—Apr 95

Note—32p; M.A. Project, Kean College of New Jersey.

Pub Type—Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, \*Context Clues, \*Definitions, Grade 4, \*Instructional Effectiveness, Intermediate Grades, Reading Research, \*Vocabulary Development

Identifiers—Content Area Teaching, New Jersey

A study determined which approach for vocabulary development, context or definition, would yield the best results on a teacher-made content area vocabulary test. Two random samples (for a total of 45 students) of fourth graders from a central New Jersey elementary school were formed. One sample was taught 50 social studies vocabulary words using the dictionary method. The second sample was taught the same 50 word meanings using context clues. Identical 25 word posttests were given to both samples after two weeks of instruction. The following week, both samples completed posttest 2 on the second set of 25 words. Results indicated no significant difference in raw scores between the samples. (Contains 20 references and 4 tables of data. Appendixes present raw scores.) (Author/RS)

ED 380 758

CS 012 038

Ranger, Linda

**Improving Reading Comprehension through a Multi-Faceted Approach Utilizing Drama.**

Pub Date—Apr 95

Note—35p; M.A. Project, Kean College of New Jersey.

Pub Type—Reports - Research (143) — Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acting, Comparative Analysis, \*Drama, \*Dramatics, Grade 6, Intermediate Grades, Middle Schools, Reading Ability, Reading Aloud to Others, \*Reading Attitudes, \*Reading Comprehension, Reading Research, Reading Skills

Identifiers—\*Learning across the Curriculum, Middle School Students, New Jersey

Research supports that drama should be an integral part of the elementary and secondary curriculum. Utilizing drama strategies enriches learning in the reading program, the literature program, and the areas of oral language development, nonverbal communication, vocabulary development, listening skills, thinking skills, and creative writing. Yet, using drama strategies is often overlooked in the reading program. A study attempted to determine if reading comprehension increases through the utilization of drama strategies. A total of 50 students from two sixth-grade reading classes in a middle class suburban middle school in New Jersey were

examined. The control sample was instructed through traditional cognitive methods. They read the play "The Monkey's Paw" silently. The experimental sample utilized drama strategies—they read the same play aloud. Both samples were tested. The results of the testing were analyzed and compared. The final results indicated that students who used drama strategies scored significantly higher than those students instructed through traditional cognitive methods. Further, the control sample was far less enthusiastic about the play than the experimental sample. It was observed that control group students, while reading the play and answering questions about it, were impatient and restless. By contrast, the experimental group students read the play with great joy and absolutely loved the denouement. Comprehension of the script was increased through the acting out of the moments of the play and the viewing of the play. (Contains a table of data, 40 references, and two appendices of test scores.) (Author/TB)

ED 380 759

CS 012 039

Waring, Cynthia Conway

**Developing Independent Readers: Strategy-Oriented Reading Activities for Learners with Special Needs.**

Report No.—ISBN-0-87628-266-4

Pub Date—95

Note—475p.

Available from—Center for Applied Research in Education, Book Orders, 200 Old Tappan Rd., Bldg. 2, Old Tappan, NJ 07675-7095 (\$28.95 plus postage/handling and state sales tax).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—Early Intervention, Elementary Education, Learning Disabilities, Lesson Plans, Reading Difficulties, \*Reading Improvement, \*Reading Programs, \*Reading Skills, \*Reading Strategies, \*Remedial Reading, Teaching Methods, Whole Language Approach, Word Lists

Identifiers—Reading Motivation

Intended for special education and reading teachers, this practical resource provides a ready-to-use reading intervention program combining whole language experiences and phonics skills activities that enables students to read for meaning and recognize and recall words on their own. The book includes 34 structured, sequential reading units that start with one-syllable words and increase in difficulty. Each lesson includes a phonetic element, an annotated book list of children's picture books, motivation and extension activities, reproducible word lists, reproducible cloze exercises, paragraphs for dictation, and a reproducible letter-sound-key word/picture card. The materials in the book provide an early intervention program that enables students to read independently before they experience confusion or failure and develop counter-productive strategies or habits, and can also be used as a remedial program for learners of all ages, elementary through adult. Appendixes present teaching strategies, reproducible masters for record keeping and letter-sound-key word/picture cards, and evaluation materials for alphabet knowledge. (RS)

ED 380 760

CS 012 040

Readence, John E. And Others

**Content Area Literacy: An Integrated Approach.**

Fifth Edition.

Report No.—ISBN-0-8403-9382-2

Pub Date—95

Note—286p; For previous edition, see ED 369 049.

Available from—Kendall/Hunt Publishing Company, 4050 Westmark Drive, P.O. Box 1840, Dubuque, IA 52004-1840 (\$34.95).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, \*Content Area Reading, Cultural Differences, Integrated Activities, Intermediate Grades, \*Literacy, Middle Schools, \*Reading Comprehension, Secondary Education, Student Evaluation, \*Teaching Methods, Vocabulary Development, Writing (Composition)

Identifiers—Content Area Teaching

Shifting the focus of earlier editions from reading to literacy and defining a knowledge base for content literacy, this book presents preservice and in-service teachers with theory and related teaching strategies designed to help middle and secondary students in reading and learning from their textbooks. The book addresses issues related to linguistics.

tic and cultural diversity, and includes new chapters on lesson planning and literature. The fourth edition chapter on comprehension has been split into two chapters; the chapter on textbook politics has been incorporated into the chapter on evaluating and introducing textbooks; and the assessment chapter has been redesigned to highlight naturalistic forms of student evaluation. Each chapter in the book is offered as a model that reinforces concepts and demonstrates that suggested techniques can work. Following a "How-to-Use-This-Book" introduction, chapters in the book are: (1) Content Area Literacy: A Rationale; (2) Language, Culture, Diversity, and the Reading Process; (3) Evaluating and Introducing Textbooks; (4) Assessment; (5) Unit and Lesson Planning for Content Literacy; (6) Literature and Content Literacy; (7) Vocabulary; (8) Comprehension: Principles and Integrated Approaches; (9) Comprehension: Guiding Content Literacy; (10) Writing; (11) Studying; and (12) Technology and the Future of Content Literacy. A glossary and an approximately 375-item bibliography (containing additional recommended reading and references for each chapter) are attached. (RS)

**ED 380 761** CS 012 044

*Flynt, E. Sutton Cooter, Robert B., Jr.*  
**Reading Inventory for the Classroom. Second Edition.**

Report No.—ISBN-0-89787-538-9

Pub Date—95

Note—234p; For an earlier edition, see: ED 363 853.

Available from—Gorsuch Scarisbrick, Publishers, 8233 Via Paseo del Norte, F400, Scottsdale, AZ 85258 (\$24.95 plus \$4 postage and handling).

Pub Type—Guides—Classroom—Teacher (052)—Tests/Questionnaires (160)

**Document Not Available from EDRS.**

Descriptors—Beginning Reading, Elementary Secondary Education, \*Evaluation Methods, Miscue Analysis, \*Reading Achievement, Reading Readiness Tests, Reading Tests

Identifiers—Emergent Literacy  
Expanded to cover prereading through grade 12, this book presents a simple method for effectively assessing the reading proficiency of students K-12. The second edition of the book provides, using pre-primer and primer passages, a means for assessing the emergent/beginning reading skills of students just entering school. The book includes a special section to assess the sophisticated reading skills common to high school; interest/attitude interviews for younger and older students; emergent literacy passages that allow holistic assessment of young readers using picture reading and predictable stories; sentences instead of word lists for initial passage selection; high-interest, realistic-length passages; and simple-to-use assessment protocols. Following an introduction and student summary, the book presents four forms of the Flynt-Cooter Reading Inventory. An appendix presents optional miscue grids. (RS)

**ED 380 762** CS 012 046

*Semali, Ladislav M.*  
**Teaching Critical Literacy across the Curriculum in Multimedia America.**

Pub Date—3 Dec 95

Note—10p; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Critical Thinking, \*Critical Viewing, Elementary Secondary Education, Higher Education, Ideology, Multicultural Education, Teacher Role, \*Television, Television Viewing

Identifiers—\*Media Education, Media Literacy, Pennsylvania State University, \*Social Constructivism  
The teaching of media texts as a form of textual construction is embedded in the assumption that audiences bring individual preexisting dispositions even though the media may contribute to their shaping of basic attitudes, beliefs, values, and behavior. As summed up by D. Lusted, at the core of such textual construction are basic assumptions that include four postulations: (1) all media are constructions; (2) audiences negotiate meaning; (3) the television curriculum represents ideology and values and has social and political implications; and (4) the nature of media messages can affect social attitudes and behavior. For many people individual at-

titudes and world view about others seem natural and common knowledge. However, what seems so natural is actually learned from a person's earliest moments and becomes part of his or her social experience. It is not surprising therefore for teachers to take television for granted sometimes. They do not assist their students in examining its assumptions critically. A survey administered at a workshop on media literacy at Pennsylvania State University showed that most of the 20 language arts and English teachers attending were not aware of what they could do about media in their classrooms. Contemporary critical theory and media studies point out that the most glaring failure of United States schools in this decade is the failure to situate learning in its cultural context. (Contains a table of data and 12 references.) (TB)

**ED 380 763** CS 012 060

*Au, Kathryn H. And Others*

**Literacy Instruction for Today.**

Report No.—ISBN-0-673-46960-3

Pub Date—95

Note—332p; Revised edition of "Reading Instruction for Today" (Second Edition, 1990) by Jana M. Mason and Kathryn H. Au.

Available from—Harper Collins College Publishers, 1900 E. Lake Ave., Glenview, IL 60025 (\$34).

Pub Type—Guides—Classroom—Teacher (052)—Books (010)

**Document Not Available from EDRS.**

Descriptors—Classroom Techniques, \*Constructivism (Learning), Elementary Education, Evaluation Methods, Independent Reading, Instructional Effectiveness, Language Arts, Reading Comprehension, \*Reading Instruction, \*Student Evaluation, Vocabulary Development, Whole Language Approach, \*Writing Instruction

Identifiers—\*Emergent Literacy, Response to Literature  
This book shows elementary school teachers how to help students become confident readers and writers who can use skills they acquire throughout their lives, from a constructivist orientation. It is intended as a main text for an introductory course on elementary-school reading instruction, typically taken by undergraduates in their second or third year. Constructivism, whole language, literature-based instruction, process writing, emergent literacy, and flexible grouping are the concepts and approaches central to the book. Chapters in the book are: (1) Literacy, Reading, Writing, and Instruction; (2) Emergent Literacy and Beginning Instruction; (3) Reading and Writing in Response to Literature; (4) Reading Comprehension of Nonfiction and Report Writing; (5) Vocabulary Development; (6) Classroom Organization and Management; (7) Assessing Progress and Evaluating Instruction; (8) Fostering Independence and a Love of Reading; and (9) Teaching Students with Special Needs. (RS)

**ED 380 764** CS 012 061

*Leslie, Lauren Caldwell, JoAnne*

**Qualitative Reading Inventory-II (QRI-II).**

Report No.—ISBN-0-673-99086-9

Pub Date—95

Note—333p.

Available from—Harper Collins College Publishers, 1900 E. Lake Ave., Glenview, IL 60025 (\$36.95).

Pub Type—Guides—Classroom—Teacher (052)—Tests/Questionnaires (160)—Books (010)

**Document Not Available from EDRS.**

Descriptors—Elementary Education, \*Informal Reading Inventories, Junior High Schools, Prior Learning, \*Reading Achievement, \*Reading Comprehension, \*Reading Diagnosis, Student Evaluation, Word Lists, Word Recognition

Identifiers—Emergent Literacy, Strategic Reading  
Based on current research in reading, this book presents an informal reading inventory designed to assess reading ability at emergent through junior high levels. It includes narrative and expository passages at each level, questions to assess prior knowledge, and word lists. It focuses assessment on specific questions regarding word identification, fluency, and comprehension, and recommends procedures for assessment of strategic reading and inclusion of results in a classroom portfolio. Sections of the book are: (1) Introduction to the Qualitative Reading Inventory-II; (2) Why Another Informal Reading Inventory? A Research Perspective; (3) A General Description of the Qualitative Reading Inventory-II; (4) Information Provided by the Qualitative Reading Inventory-II including finding reading levels and determining reader strengths and needs; (5) Uses of the Qualitative

Reading Inventory-II: The Examiner as a Reflective Decision Maker; (6) Administration and Scoring of the Qualitative Reading Inventory-II: Preparation for Testing; (7) Administration and Scoring of the Qualitative Reading Inventory-II: The Word Lists; (8) Administration and Scoring of the Qualitative Reading Inventory-II: Assessment of Prior Knowledge; (9) Administration and Scoring of the Qualitative Reading Inventory-II: The Passages; (10) Administration and Scoring of the Qualitative Reading Inventory-II: Word Identification in Context: Oral Reading including reading, counting, and analyzing oral reading miscues; (11) Administration and Scoring of the Qualitative Reading Inventory-II: Comprehension; (12) Administration and Scoring of the Qualitative Reading Inventory-II: Assessing Strategic Reading; (13) Summarizing the Results of the Qualitative Reading Inventory-II; (14) Examples of Using the Qualitative Reading Inventory-II; (15) Test Materials which include six levels of reading passages plus junior high passages; and (16) Technical Development of the Qualitative Reading Inventory-II. Contains 123 references. (RS)

**ED 380 765** CS 012 062

*Commyras, Michelle Heubach, Kathleen M.*  
**Second Grade Children's Storybook Questions and Discussion: A Qualitative Analysis.**

Pub Date—Nov 94

Note—15p; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Children's Literature, \*Discussion (Teaching Technique), \*Elementary School Students, Grade 2, Primary Education, Qualitative Research, \*Questioning Techniques, Reading Research

Identifiers—Georgia (Athens), Questions, \*Response to Literature  
A qualitative study analyzed the kind of questions that second graders posed for discussion when the only directive was to ask anything that seemed important or interesting. Subjects, students in a second-grade classroom in Athens, Georgia, represented a cross section of their community. They were approximately equally divided in regard to race, class, and sex. Data consisted of 54 questions and 264 responses across three storybooks. The three-way relationship among question, text, and reader was examined, and the questions were analyzed from the researchers' perspectives as former elementary teachers and current reading teacher educators. Results indicated that: (1) second graders were primarily interested in posing and discussing "author and you" questions (combining information from the book with things they knew that go beyond the book); (2) students did not rely solely in words from the text in formulating their discussion questions of their responses; (3) they did not pose questions and offer answers that were entirely unrelated to the text; (4) variations in questions were best represented by placing different responses to the same question along a continuum representing degrees of text-relatedness versus reader-relatedness; and (5) some of the questions were similar to questions a teacher would ask while others reflected a child's view. (Contains 21 references and a figure illustrating the continuum of question-answer relationships.) (RS)

**ED 380 766** CS 012 063

*Wile, J. M.*

**Using Portfolios to Enable Undergraduate Pre-Service Teachers to Construct Personal Theories of Literacy.**

Pub Date—Nov 94

Note—20p; Paper presented at the Annual Meeting of the College Reading Association (38th, New Orleans, LA, November 3-6, 1994).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Elementary Education, Higher Education, \*Instructional Effectiveness, \*Literacy, Methods Courses, \*Portfolio Assessment, Portfolios (Background Materials), \*Preservice Teacher Education, Student Attitudes, Theory Practice Relationship, Undergraduate Students

Identifiers—Preservice Teachers  
The portfolio procedures a teacher-educator uses in an undergraduate course in teaching reading in

the elementary school have proven successful in helping students begin to articulate a philosophy of literacy instruction and assessment. The process also contributes additional benefits to students' levels of self-esteem, self-confidence, and their overall perception of the value of their teacher preparation program. The process is made up of identifiable phases, which can be described as introduction, clarification, organization, presentation, reflection, and evaluation. The teacher-educator used the process in two sections of students (approximately 60) enrolled in a course in methods of literacy instruction. As information pertaining to the portfolio procedure was collected, several patterns emerged: (1) students typically identified similar themes of key categories as they described the contents of their portfolios, but the students came away with distinctly personal notions about literacy education; (2) students' abilities to see connections between specific events and their personal development was an indicator of personal growth; (3) students were keenly aware of the progress they had made through the course; and (4) students increased their understanding of reflective portfolios and how these might be adapted to their own classrooms in the future. The process was intended as a scaffold to support students in the construction of a personally meaningful theoretical orientation towards literacy and literacy instruction. Students' evaluations of the course were considerably higher than similar evaluations for the same course offered the previous semester without a portfolio component. Contains four references. (RS)

ED 380 767

CS 012 064

Wile, J. M.

**Factors Affecting the Disposition of Research-Based Innovations in the Development of a Basal Reading Program: A Case Analysis.**

Pub Date—Nov 94

Note—16p.; Paper presented at the Annual Meeting of the National Reading Conference (San Diego, CA, November 30-December 3, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Basal Reading, Case Studies, \*Decision Making, Elementary Education, Publishing Industry, \*Reading Programs, Reading Research, \*Research Utilization, \*Writing for Publication

**Identifiers—Ideas**  
A study investigated how the beliefs of literacy scholars affect the development of basal reading programs, the roles literacy scholars play in the development of new reading programs, and some of the critical factors that affect the disposition of innovative ideas. Two literacy scholars who had actively collaborated on the development of separate basal reading programs were selected. Analysis of documents created in and around the development of two basal reading programs was augmented with retrospective interviews. Results indicated that: (1) the innovative ideas which the authors intended to contribute to their programs had clear connections to their research careers; (2) each author was an active participant in the process; (3) publishers considered innovative ideas advocated by authors in relation to the overall program; (4) the authors' intentions of introducing innovative approaches to literacy instruction and assessment resulted in different outcomes; and (5) the authors seldom exercised absolute control over the decision-making processes. Results also indicated that both basal reading programs were assembled with attention to "the market"; literacy research was used to advance innovative ideas; and the authors' contributions of innovative ideas were subject to historical influences. Findings suggest that the decision-making processes out of which the basal reading programs emerged can be viewed as compromises negotiated among the following tensions: between innovation and tradition, between contemporary realities and future possibilities, between audiences (teachers versus students), between competing assumptions about the foundations of proficiency (skills-based versus holism), between competing models of literacy learning, and between conceptions of teaching (art versus science.) (Contains 63 references.) (RS)

ED 380 768

CS 012 065

**Let's Get Started: An Initial Assessment Pack for Adult Literacy Programs.**  
Manitoba Dept. of Education and Training, Winnipeg, Library Office.  
Pub Date—[95]

RIE AUG 1995

Note—27p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Evaluation Methods, Foreign Countries, Interviews, Readability, \*Reading Achievement, \*Student Evaluation, Tutoring

**Identifiers—Manitoba, Reading Behavior**

This booklet of information and accompanying reading selections are intended to help a tutor get started with a new adult learner. The booklet does not provide suggestions for teaching strategies, but rather discusses conducting the initial assessment of learners, observing the student reading, categorizing the students into one of three stages, and assessing students at the three stages of learning. The booklet contains a student interview form. An appendix describes how to determine readability levels of reading passages. Assessment sheets for each of the three stages of learning are attached. (RS)

ED 380 769

CS 012 066

Pulehonki, Anne

**Improving Conventional Spelling through the Use of Words in Context versus Words in Isolation.**

Pub Date—Apr 95

Note—28p.; M.A. Thesis, Kean College of New Jersey.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, \*Context Clues, Grade 1, \*Instructional Effectiveness, Primary Education, Spelling, \*Spelling Instruction

**Identifiers—Paterson Public Schools NJ**

A study investigated whether students learning via a "whole-part-whole" approach to spelling would achieve at a higher level than the control sample learning conventionally. In suburban New Jersey, one class of 17 first-grade students was taught spelling in a conventional manner, with words introduced in isolation and then assessed in a weekly spelling test. Another class of 21 first-grade students was introduced to words in a whole-part-whole lesson format, in which they were exposed to specific words in context and words and spelling patterns in isolation, and then the same words in yet another "whole" context. A Word Awareness Writing Activity was administered to both groups as a pretest and again as a posttest. Results showed that the students who experienced the "whole-part-whole" format of instruction made greater gains toward conventional spelling. (Contains three tables of data and 18 references. An appendix contains the raw scores.) (SR)

ED 380 770

CS 012 067

Lamartino, Angela

**Science and Reading.**

Pub Date—Apr 95

Note—38p.; M.S. Thesis, Kean College of New Jersey.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Content Area Reading, \*Conventional Instruction, Grade 3, \*Instructional Effectiveness, Primary Education, \*Science Instruction

**Identifiers—Paterson Public Schools NJ, Trade Books**

A study investigated whether there would be any significant difference in the academic achievement of primary grade students when learning science through the use of textbook instruction or literature-based instruction. Two third-grade classes in Paterson, New Jersey, were involved. The experimental group, (a class of 24 students), was instructed by a researcher, a library media teacher, using a literature-based (trade book) approach on a science unit about animals. The control group (of 23 students) was instructed by its classroom teacher using a science textbook for the same unit in science. A final unit test was administered to each group upon completion of the area of study. Results indicated no significant differences between the two instructional approaches in their relation to academic achievement. (Contains one table of data and 38 references. Appendixes contain raw scores for both classes.) (SR)

ED 380 771

CS 012 068

**Higginson, Bonnie Smith, Lynn C.**  
**Authentic Assessment in Reading Education Courses.**

Pub Date—6 Nov 94

Note—19p.; Paper presented at the Annual Meet-

ing of the College Reading Association (38th, New Orleans, LA, November 3-6, 1994).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, \*Classroom Environment, Content Area Reading, Elementary Secondary Education, \*Evaluation Methods, Higher Education, Methods Courses, \*Preservice Teacher Education, Public Schools, \*Reading Achievement, \*Student Evaluation

**Identifiers—Alternative Assessment, \*Authentic Assessment, \*Performance Based Evaluation**

Noting that many teachers and some states have abandoned traditional testing methods of public school students in favor of authentic and performance-based assessment, this paper shares alternative assessment methods used by two teacher educators. After a brief introduction to the issues of authentic assessment in reading education courses, the paper discusses having preservice teachers keep a content journal or double entry log and write formal summary/reaction papers to material in the course. The paper next discusses the reading/writing workshop that begins each class period, including writing annotation of children's literature discussed in the workshop setting. The paper also discusses a project to create a literate classroom environment, a checklist for read-aloud behaviors, a take-home essay question, a classroom observation instrument, and a project to implement reading strategies in the content areas. (RS)

ED 380 772

CS 012 069

Vurdien, Rajen

**The Effectiveness of Reading Centers Attached to University Reading Programs.**

Pub Date—93

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, \*Knowledge Base for Teaching, Language Experience Approach, Program Effectiveness, \*Reading Centers, Reading Comprehension, \*Reading Improvement, Reading Research, \*Remedial Reading, Summer Programs, Word Recognition

**Identifiers—Pennsylvania (Philadelphia)**

The establishment of reading clinics or centers at universities and colleges to provide assessment and instructional practice to students enrolled in reading specialist certification and graduate degrees in reading provide valuable services to the surrounding community by introducing additional skills to help remedial readers. A study examined the effectiveness of one such clinic—an intensive summer remedial reading program at a suburban Philadelphia college. Subjects were nine males and seven females reading about 2 years below grade level and ranging in age from 7 years to 16 years. For approximately 2 hours and 15 minutes, 4 days a week for 7 weeks, subjects received instruction in word recognition skills and the Visual, Auditory, Kinesthetic and Tactile approach as designed by Grace Fernald. Students were also involved in directed reading activities, and the Language Experience Approach. Several formal and informal instruments were administered before and after the program. Results indicated that: (1) the independent level of reading rose; (2) the instructional level rose; (3) word comprehension scores improved significantly; and the passage comprehension scores improved significantly. Findings suggest that colleges and universities should encourage the development of remedial reading centers. (Contains 12 references.) (RS)

ED 380 773

CS 012 070

Vurdien, Rajen

**Schema-Theoretical Model of Reading: Revisited.**

Pub Date—94

Note—17p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Structures, Elementary Education, Inferences, Models, \*Reading Instruction, \*Reading Processes, Recall (Psychology), \*Schemata (Cognition), Teaching Methods

**Identifiers—Knowledge Acquisition**

The core of schema theory is the concept that text is understood according to the reader's world knowledge and that this knowledge is altered whenever the reader encounters new information in print. Inferring, that is the hypothesizing or predicting that the activation of schema sets in motion, is critical in this process. Recall is important insofar as it

activates the schema necessary for inferencing. Using these principles, educators have devised a number of schema-based strategies for teaching reading, including the thematic organizer, story mapping, and story impressions. Recommendations for ways in which teachers can take advantage of schema theory in the classroom include motivation and giving children a purpose by spending more time on instructions before beginning the reading to alert them to schemata germane to the story. If children lack sufficient schemata, they can be helped to build new schemata by exposure to analogies and comparison that will make the transition from their current knowledge to new knowledge. Contains 17 references. (RS)

ED 380 774

CS 012 071

Vardien, Rajen

# A Study of the Relationship between Birth Order and Reading Achievement among Seventh and Eighth Graders.

Pub Date—92

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Analysis of Variance, \*Birth Order, Grade 7, Grade 8, Junior High Schools, Junior High School Students, \*Reading Achievement, Reading Research, \*Sex Differences

Identifiers—Last Born, Philadelphia School District PA

A study examined the underlying relationships between birth order and reading achievement. Subjects were 269 students attending a suburban Philadelphia, Pennsylvania, senior high school who took the Metropolitan Achievement Test (MAT) in the spring of their seventh- and eighth-grade years. One way, two way, and multiple analyses of variance were used. Results using the scaled scores on the MAT indicated that: (1) first-born children performed significantly better than those not first-born; (2) first-born females performed significantly better than males who were not first-born; and (3) first-born in two-children families performed significantly better than last born of families of more than two children. However, there was a discrepancy between scaled and raw scores—scaled scores appeared larger in number. Findings suggest that there is as yet no need to group children by birth order because there was no significant difference in the reading achievement of children of different birth orders when raw scores were used. (Contains 47 references and nine tables of data.) (RS)

ED 380 775

CS 012 072

Jelks-Emmanuel, Merry

# Reading Recovery versus Informal Reading Instruction on the Reading Achievement of Preschoolers at the End of First Grade.

Pub Date—[94]

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Grade 1, Primary Education, Program Effectiveness, \*Reading Achievement, Reading Research, \*Remedial Programs, \*Remedial Reading, Urban Education Identifiers—Chicago Public Schools IL, \*Reading Recovery Projects

A study examined the effectiveness of a Reading Recovery program. Subjects, 14 first-grade students who received the Reading Recovery program and 20 first-grade students who did not receive the program, were administered the Iowa Tests of Basic Skills in the spring of 1994. The subject population was comprised of 100% minority students attending James Weldon Johnson Public School, which is located in a predominantly low socioeconomic neighborhood in Chicago's Lawndale community. Comparison of test scores indicated no statistically significant difference in reading achievement of the sample groups. Followup research is needed as the number of students increase going into the Reading Recovery program. (Contains 15 references and one table of data.) (RS)

ED 380 776

CS 012 075

Balajthy, Ernest

# Using Computer Technology To Aid the Disabled Reader.

Pub Date—Apr 95

Note—23p.; Paper presented at the Annual Meeting of the International Reading Association (40th, Anaheim, CA, April 30-May 5, 1995).

Pub Type—Speeches/Meeting Papers (150) —

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Software Evaluation, \*Computer Uses in Education, \*Educational Technology, Elementary Education, \*High Risk Students, Instructional Effectiveness, \*Reading Difficulties, Word Processing, \*Word Recognition, Writing Processes

Identifiers—\*Emergent Literacy, Technological Adaptability

When matched for achievement level and educational objectives, computer technology can be particularly effective with at-risk students. Computer-assisted instructional software is the most widely available type of software. An exciting development pertinent to literacy education is the development of the "electronic book" (also called "interactive text"). Another important development is the introduction of interactive multimedia materials. The increased use of voice synthesis has revolutionized computer-based word recognition software. One of the most useful peripheral devices for young children and their emerging literacy is an alphabetic keyboard in which letters are displayed in alphabetic order. Drill and practice software is easy to create and popular with schools, while software designed for authentic literacy activities is sometimes more difficult to use but more flexible and useful. Another important type of emergent literacy software is language experience approach story creation software. An increasing number of publishers have begun to target the market for bilingual and English-as-a-Second-Language software. Availability of high quality, motivational software for comprehension is still somewhat limited. Many high-interest software simulations involve students in large amounts of time-on-task in active reading. In addition to now-familiar standard word processing operation, computer writing software can provide guidance for writers in terms of topic and structure, offering a framework to support writing. Word processors specifically designed for children's use have increased in sophistication over the years. (Contains 5 references and 32 computer software references.) (RS)

ED 380 777

CS 012 076

# NAEP Reading Revisit: An Evaluation of the 1992 Achievement Levels Descriptions.

American Coll. Testing Program, Iowa City, Iowa. Spons. Agency—National Assessment Governing Board, Washington, DC.

Pub Date—Feb 95

Contract—ZA9003001

Note—79p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, Grade 4, Grade 8, Grade 12, \*Item Analysis, \*Reading Achievement, Reading Research, \*Reading Tests, \*Test Interpretation, \*Test Items, Test Use

Identifiers—\*Educational Issues, National Assessment of Educational Progress

A study was designed to provide recommendations regarding the use of the achievement levels set in 1992 for reporting National Assessment of Educational Progress (NAEP) reading results in 1994 and in future NAEP reading assessments. Two procedures were used: the Item Difficulty Categorization (IDC) procedure involved an evaluation of the achievement levels descriptions (ALDs) via a statistical categorization of items; and the Judgmental Item Categorization (JIC) evaluated the ALDs via a judgmental item mapping. A total of 56 panelists were trained in the reading framework and achievement levels set in 1992. The high correspondence between the judgmental classification and the statistical classification provided compelling evidence that the achievement levels descriptions communicate clearly and accurately with respect to student performance. Further, the recommendations developed by the panelists involved in the two evaluation methods were quite similar. The fact that the recommendations made by the two sets of panelists were similar and confirming of the achievement levels seemed a sufficiently positive outcome to support the use of the achievement levels for reporting the 1994 results. To the extent that panelists recommended changes in the achievement levels descriptions, it was to increase the requirements for the Basic level descriptions, based on actual student performance. Contains nine tables of data. Appendixes present a list of observers, panelists, and staff; nomination material; achievement levels descriptions

and procedures for evaluating; the agenda; examples of IDC and JIC lists; grade-level organizational and format suggestions for ALDs; and an alternative method of computing "hits." (RS)

ED 380 778

CS 012 077

Schmidt, Patricia R.

# Home/School Connection: The Vital Factor in Bilingual Ethnic-Minority Literacy Learning.

Pub Date—Nov 94

Note—30p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication Problems, \*Cultural Differences, Ethnic Groups, Ethnography, \*Family School Relationship, \*Kindergarten, \*Literacy, \*Parent Teacher Cooperation, Primary Education, Reading Research, Second Language Learning

Identifiers—\*Communication Behavior

A case study described the English literacy learning of two language minority students in a suburban kindergarten program in a predominantly white school district. Data collected throughout the school year indicated that weak home and school communication related to inaccurate interpretations of the children's literacy learning which led to inappropriate recommendations. Home and school recorded dialogue, written communication, in-depth unstructured interviews and participant observations (involving the one child's family from India and the other child's family of Cambodian and Vietnamese origins) demonstrated difficulties and confusion for parents and educators. Findings suggest that schools must take the first steps toward communicating with language minority families. (Contains 43 references.) (RS)

ED 380 779

CS 012 078

Abouzaid, Mary Pymon And Others

# Word Sort: An Alternative to Phonics, Spelling, and Vocabulary.

Pub Date—Nov 94

Note—19p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Developmental Stages, \*Evaluation Methods, Grade 3, \*Individual Development, \*Individualized Instruction, Instructional Effectiveness, Primary Education, \*Spelling, \*Spelling Instruction, Word Study Skills

Identifiers—\*Developmental Spelling Analysis, Spelling Growth, \*Word Sort

By using the Developmental Spelling Analysis, based on the spelling inventories developed at the University of Virginia, teachers can screen students for their present stages of word knowledge in an easy-to-administer format. The planning of developmentally appropriate activities for spelling instruction depends upon informed teachers who come to terms with the specific needs of a group of 20 to 30 students. Kim, Tiffany, and Ian were third graders when they were first administered the inventory. Kim was a prime candidate for the earliest word sort activity, the categorization of picture cards by sound. Tiffany was an advanced "within word pattern" speller. What she needed was time to study, examine, and talk about other orthographic patterns of long vowels. Based on the Developmental Spelling Analysis, Ian's teacher knew that she had to design instruction that extended his vowel study to two syllable words. Ian, Tiffany, and Kim were assessed weekly as well as periodically throughout the school year for their growth as spellers. Thoughtful teachers can, through assessment, pinpoint children's present theories about how words work and then design instruction using word sorts, word hunts, and other variations of word study that encourage children to achieve the highest levels of critical thinking. (Contains 17 references and three figures illustrating aspects of the Developmental Spelling Analysis technique.) (RS)

ED 380 780

CS 012 079

Abouzaid, Mary P. Rosemary, Catherine A.

# Knowledge Preschool-Age Children Bring to Literacy Tasks: The Importance of "Not Holding

R1E AUG 1995

**Back.**

**Pub Date**—Nov 94  
**Note**—17p; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).

**Pub Type**—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Alphabets, \*Basic Skills, Comparative Analysis, \*Family Income, Family Status, Knowledge Level, \*Literacy, \*Preschool Children, Preschool Education, \*Reading Skills, \*Socioeconomic Status, Writing Skills

**Identifiers**—\*Emergent Literacy

A study focused on children's alphabet knowledge and name writing ability to investigate between-group differences. Subjects were 22 children (mean age 57 months) in a private preschool located in a suburban, predominantly upper-middle income area and 12 children (mean age 56 months) in a private, subsidized day care center situated in a metropolitan area within walking distance to low income neighborhoods. The performances of both groups of children were compared on two measures of alphabet knowledge: alphabet recitation and name writing. Results indicated that children in both groups varied similarly in their performance of alphabet recitations. Comparisons of the two groups on name writing revealed differences between the groups, although the two groups did not differ in terms of the ranges of name writing ability. Findings undermine the notion that early literacy knowledge is primarily a function of family income. Findings support the need for purposeful inclusion of literacy activities in preschool curricula. (Contains 24 references and three figures of data.) (RS)

**ED 380 781**

CS 012 080

**Hurley, Sandra R. Wooden, Sharon L.**  
**Learning To Read in a Violent Society—It's Not Natural or Easy!**

**Pub Date**—Nov 94

**Note**—13p; Paper presented at the Annual Southwest Regional Conference of the International Reading Association (22nd, Little Rock, AR, November 17-19, 1994).

**Pub Type**—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Case Studies, \*Disadvantaged Youth, Elementary Education, Ethnography, \*Family Violence, Interviews, \*Literacy, \*Lower Class Students, \*Reading Difficulties, Reading Research

**Identifiers**—Education Consolidation Improvement Act Chapter 1, Mexico, New Mexico, Texas

A study investigated the nature of reading difficulties from the perspective of sixth graders in a low-income school district on the border of New Mexico, Texas, and Mexico. R. C. Bogdan and S. K. Biklin (1992) describe this style of research as an attempt to gain entry into the conceptual world of subjects to understand what meaning they construct around events in their lives. Participants were five Chapter 1 students. Three 50-minute interviews using a modified version of I. E. Seidman's (1991) model were conducted with each participant. The first interview centered on how the student became a low achieving reader; the second centered on current experiences; and the third centered on what the experiences meant to the student. In addition, students were observed for at least three class periods. Observations were done during regular reading class, compensatory reading class, and a content area class like social studies. Transcripts from the interviews with two of the students in particular point to a relationship between violence in the home and poor performance in school. The students themselves make this connection; it is also supported by the research of C. C. Bell and E. J. Jenkins (1991). There is sufficient evidence in this study, together with that of other studies, to suggest that further research must be done to flesh out what educators know about the relationship between exposure to violence in early grades and difficulties with literacy acquisition and achievement. (Contains 33 references.) (TB)

**ED 380 782**

CS 012 081

**Oniz, Dan T.**  
**What's Your Literature Quotient?**

**Pub Date**—Nov 94

**Note**—16p; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3,

1994).

**Pub Type**—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Adolescent Literature, \*Children's Literature, Elementary Secondary Education, Higher Education, Knowledge Level, Questionnaires, \*Reading Material Selection, Reading Research

**Identifiers**—Caldecott Award, Newbery Award, Teacher Surveys, \*Trade Books

Because a teacher who demonstrates a love of literature and reading is a valuable model for children, a study determined the knowledge of children's and adolescent literature of students enrolled in a graduate reading methods course. A questionnaire entitled "What's Your Literature Quotient?" was administered to 72 teachers concerning knowledge of Caldecott-Award-winning books and 126 teachers were surveyed concerning knowledge of Caldecott-Award-winning books. Subjects were asked to identify a book's title based on a brief descriptive phrase. Results indicated that 108 of the 126 respondents (85.7%) correctly identified "Why Mosquitoes Buzz in People's Ears," and 51 of the 72 respondents (70.8%) correctly identified "Sarah, Plain and Tall." The two questionnaires and compilations of data (indicating the rank ordering of titles receiving correct responses) are attached. (RS)

**ED 380 783**

CS 012 082

**Strech, Lorie L.**  
**Ability Grouping for Elementary Reading Instruction and Its Relationship to the Balanced Literacy Approach.**

**Pub Date**—30 Mar 95

**Note**—73p; M.Ed. Project, California State University, Long Beach.

**Pub Type**—Dissertations/Theses - Undetermined (040) — Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—\*Ability Grouping, Classroom Environment, \*Classroom Techniques, Elementary Education, Foreign Countries, Literature Reviews, \*Reading Instruction, \*Reading Research, Theory Practice Relationship, Whole Language Approach

**Identifiers**—\*Balanced Literacy, New Zealand

This paper discusses implications of ability grouping in elementary reading instruction according to current research, and how such research can be applied to the classroom practice of "guided reading" within a balanced literacy program. The paper suggests that the "balanced literacy" approach from New Zealand is basically the same as whole language with the added component of guided reading, in which students are placed in homogeneous ability groups. The paper discusses definitions; presents a history of the balanced literacy approach and ability grouping in reading instruction; addresses issues, controversies, programs, and contributors; and offers a synthesis and analysis of existing research. The paper concludes that (1) there is not adequate evidence to apply all of the findings of research on ability grouping in traditional classrooms to the type of ability grouping in traditional classrooms; (2) the balanced literacy approach appears to be in line with whole language philosophies; (3) implementation of a balanced literacy program takes a large portion of the instructional day and involves risks for teachers and students. Recommendations in the paper include: teachers need to prioritize literacy; content areas should be integrated into the balanced literacy classroom; administrators should establish inservice training in the balanced literacy approach; and future researchers should conduct both quantitative and qualitative research on specific effects of ability grouping within a balanced literacy classroom. Contains 93 references. Appendixes present suggested teaching sequences, a framework for literacy learning, descriptions of work areas in a learning to read classroom, an example of a running record, and a daily schedule. (RS)

**ED 380 784**

CS 012 083

**Shockey, Betty And Others**  
**Engaging Families: Connecting Home and School Literacy Communities.**

**Report No.**—ISBN-0-435-08845-9

**Pub Date**—95

**Note**—173p; Foreword by Donald H. Graves. Available from—Heinemann, 361 Hanover St., Portsmouth, NH 03801-3912 (\$21.50).

**Pub Type**—Books (010) — Guides - General (050)

**Document Not Available from EDRS.**

**Descriptors**—Elementary Education, \*Family School Relationship, \*Language Arts, \*Literacy, Parent Role, Parent Student Relationship, Parent Teacher Cooperation, \*Partnerships in Education, Program Descriptions, Reader Text Relationship

**Identifiers**—Collaborative Talk, \*Family Literacy

Identifying primary themes in literacy development and suggesting parallel practices to reinforce them, this book details how teachers and the families of students created a connection between home and school, developing respected partnerships in the teaching/learning process. The book features the voices of teachers, children, and parents; extended examples derived from some of the families; and a complete home-school journal. Chapters in the book are: (1) Respecting and Learning from Families; (2) Partners in Literacy: Home and School; (3) Creating Parallel Practices; (4) Adrian: The Moral of the Story; (5) Lakendra: "...and as always we were pleased"; (6) Cathy: A Book Buddy; (7) Family-Teacher Connections; (8) Family Child Connections; (9) Child-Teacher Connections; (10) Reader-Book Connections; (11) Partnerships, Not Programs; and (12) Questions and Answers and More Questions. Contains 46 references and a 111-item list of literature cited. A family reading journal and a discussion of research processes for the book are attached. (RS)

**ED 380 785**

CS 012 084

**Mueller, Faye And Others**  
**Portraits of Exemplary Literacy Practices: The Arizona Initiative for Children.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Arizona Education Foundation.

**Pub Date**—Jan 95

**Note**—32p.

**Pub Type**—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Educational Environment, \*Integrated Curriculum, \*Language Arts, \*Literacy, Primary Education, Program Descriptions, Public Schools, \*Student Motivation

**Identifiers**—\*Arizona, Arizona Literacy Initiative for Children, Emergent Literacy, \*School Culture

This booklet presents portraits of 10 Literacy Sites selected by the Arizona Department of Education, sites where the entire school was involved in the Arizona Literacy Initiative for Children. An introductory section of the booklet discusses the Initiative, which was established to promote early experiences in reading and writing that would motivate students and build better literacy skills in the kindergarten through third grade public school population through an integration of the language arts. Sections of the booklet are: (1) Weaving Writing, Speaking, Reading, Listening into Literacy; (2) Using Literacy for Purposeful Learning; (3) Making Literacy Meaningful; (4) Supporting Literacy through School Culture. An appendix lists the 10 sites. (RS)

**ED 380 786**

CS 012 085

**Stallman, Anne C. And Others**  
**Alternative Approaches to Vocabulary Assessment. Technical Report No. 607.**

Center for the Study of Reading, Urbana, IL.

**Pub Date**—Apr 95

**Note**—20p.

**Pub Type**—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Academic Achievement, Concurrent Validity, Intermediate Grades, Reading Research, Reliability, Standardized Tests, Test Validity, \*Vocabulary Development

**Identifiers**—\*Alternative Assessment, \*Word Knowledge

Interviews with children about their knowledge of a set of words was used to examine the concurrent validity of three paper-and-pencil measures of knowledge of these words—a standardized vocabulary test and two experimenter-designed tests. One experimenter-designed test, the Levels test, had three multiple-choice items per word that targeted three different levels of word knowledge. The other was a forced-choice contexts test with five items per word, each requiring a decision about whether the word was used appropriately in the context. Subjects were 50 students from two heterogeneously grouped fifth-grade classrooms in a midwestern school district. All three paper-and-pencil measures showed acceptable levels of reliability. When subjects were used as the unit of analysis, the interview was more highly correlated with the standardized

test and the Levels test than with the Contexts test. When the word was used as the unit of analysis, the interview correlated more highly with the Contexts and the Levels test than with the standardized test. These results are interpreted as indicating that standardized measures are more effective at discriminating among students upon the basis of their overall ability, but less accurate as measures of how much the students know about particular words. The Contexts test has the advantages of the highest reliability of the three measures, as well as the greatest instructional validity. (Contains 25 references and 7 tables of data.) (Author/RS)

**ED 380 787** CS 012 086

Armstrong, James O.  
Prior Knowledge, Text Features, and Idea Maps.  
Technical Report No. 608.

Center for the Study of Reading, Urbana, IL.

Pub Date—Apr 95

Note—27p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Elementary Education, \*Misconceptions, Preservice Teacher Education, \*Prior Learning, Reader Text Relationship, Reading Research, \*Scientific Concepts, \*Text Structure Identifiers—\*Idea Mapping, \*Subject Content Knowledge

A study investigated the relationships among prior topic knowledge, information in elementary science text, and the construction of visual representation of key text ideas. Eight preservice elementary teachers were first interviewed on two topics in science ("how plants get their food" and "air and weather"); then they read elementary textbook selection on these topics; and finally they constructed an idea map to represent key text ideas. Analysis of the data showed that 18% of the ideas represented in the idea maps were inaccurate with respect to text information. Analysis of topic-knowledge assessments and videotaped map constructions showed that misconceptions and task constraints contributed to the misrepresentation of scientific concepts in the idea maps made by seven of the preservice teachers. Findings suggest that preservice teachers could benefit from acquiring a sound knowledge base in science topics, developing a systematic way to examine their own knowledge of science topics, and having extensive practice in constructing idea maps, which have a research base as an instructional tool. (Contains 52 references, as well as one table and three figures of data. An appendix presents four statements and claims of partial knowledge.) (Author/RS)

**ED 380 788** CS 012 087

McConkie, George W. Currie, Christopher B.  
Visual Stability across Saccades While Viewing Complex Pictures. Technical Report No. 609.

Center for the Study of Reading, Urbana, IL; Illinois Univ., Urbana. Beckman Inst. for Advanced Science and Technology.

Pub Date—Apr 95

Note—48p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Eye Fixations, Higher Education, Reading Research, Theories, \*Visual Perception, \*Visual Stimuli Identifiers—\*Saccadic Eye Movements, University of Illinois

A study explored the phenomenon of space constancy or visual stability of stimulus patterns across saccades (a series of small jerky movements of the eye) by making changes in natural, full-color pictures during selected saccades as observers (18 members of the University of Illinois community) examined them for 20 seconds in preparation for a recognition test. In the first experiment, the pictures were displaced up, down, left, or right by 0.3, 0.6, or 1.2 degrees. In the second experiment, the pictures were expanded or contracted in size by 10% or 20%. As a secondary task, subjects pressed a button whenever they detected a change in the picture. Three results from previous studies with simpler stimuli did not generalize to this situation. Evidence suggests that subjects' detection of image displacements as they examine complex pictures primarily involves the use of local information in the region of the saccade's landing position. Findings suggest support for a saccade target theory, which postulates that a shift of the stimulus is detected on the basis of the post-saccadic retinal location of the object to which the eyes are sent. Further research is needed to identify other sources of evidence for

instability in the stimulus configuration from one fixation to the next. (Contains 42 references, 3 notes, 5 tables of data, and 4 figures of data.) (Author/RS)

**ED 380 789** CS 012 088

Anderson, Valerie And Others  
Changing Middle School Students' Models of Literacy through Cognitive Strategy Instruction. Technical Report No. 610.

Center for the Study of Reading, Urbana, IL.

Pub Date—Apr 95

Note—17p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Grade 6, \*Instructional Effectiveness, Intermediate Grades, Middle Schools, Reading Achievement, \*Reading Improvement, \*Reading Instruction, Reading Research, Writing Achievement, \*Writing Improvement, \*Writing Instruction, Writing Research Identifiers—Middle School Students, \*Strategic Instruction, \*Strategic Reading

A study investigated the effects of strategy instruction on the reading and writing abilities of sixth-grade middle-school students with delayed literacy. An experimental group of 10 sixth-grade, English-speaking inner-city students in the midwestern United States was matched on race, gender, and reading comprehension test scores with 10 sixth-grade control students. All students were at least two years behind in their literacy skills. Students in the experimental group engaged in strategic reading and writing instruction for 2 hours daily for 14 weeks. Results of structured performance-based student interviews in reading and writing showed that the short-term instructional intervention in strategy instruction not only improved students' literacy performance but also extended and enhanced their models of literacy. (Contains 10 references, and one table and two figures of data.) (RS)

**ED 380 790** CS 012 092

Gormley, Kathleen A. Ed. McDermott, Peter C. Ed.

The Language and Literacy Spectrum, 1995. A Journal of the New York State Reading Association.

New York State Reading Association.

Pub Date—95

Note—35p.; For Volume 4, see ED 369 035. Published annually.

Available from—Language and Literacy Spectrum, NYSRA, Sage Estates, Menands, NY 12204 (\$5 for nonmembers of NYSRA; members receive the publication).

Journal Cit—The Language and Literacy Spectrum; v5 Spr 1995

Pub Type—Collected Works—Serials (022)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Black Dialects, \*Childrens Literature, Classroom Communication, Elementary Secondary Education, Ethnography, Illustrations, Journal Writing, \*Language Arts, \*Literacy, Poetry, Portfolio Assessment, Public Schools, Reader Response, \*Reading Instruction, Writing for Publication

Identifiers—\*Educational Issues, Reading Recovery Projects, Response to Literature

Sharing concerns and interests of New York State educators in the improvement of literacy, this annual journal raises educational issues such as appropriate, effective instruction and assessment for all of New York's children. A central thread found in many of the articles is the importance of authenticity and inclusion. A second strand reflects classroom and college educators' experiences with effective instruction. Articles in the journal are "An Introduction to Clarence Page" (Dorothy R. Troike); "Black Voice Adds Richness to a Maligned Class" (Clarence Page); "Making Connections, Opening Minds: An Author's Perspective" (Betsy Maestro); "Making Connections, Opening Minds: An Illustrator's Perspective" (Giulio Maestro); "P.S. 272: A Work in Progress" (David N. Berg); "Access to Books: Variations in Schools and Classrooms" (Richard Allington and others); "Making and Sharing Meaning: The Power of Response Journals" (Elizabeth Forbes Stever); "A Look Back: Page's 1845 Normal Chart as the Foundation for Teaching Reading" (Rose-Marie Weber); "Portraits of Success: Two Students in Reading Recovery" (Susan Stoya); "Authenticity and Literature in the Multicultural Classroom: What Are the Issues?" (Brenda M. Greene); "A Celebration of Multiple Realities" (M. Priscilla Myers); "Diversity Ex-

pressed and Experienced through Poetry" (Rose Reissman); "Women's Literature and Voice: Implications for Girl's Reading and Writing in the Classroom" (Brett Elizabeth Blake); "Teacher Talk—Ethnographic Perspectives on Classroom Language" (Michael L. Walker); "Reader Response: It's Okay to Talk in the Classroom!" (Kenneth Weiss and others); "The Usefulness of Portfolios in Teacher Education" (Rebecca Rich and Sylvia Blake); and "Envisioning Literacy in a Diverse World: Literacy Development and the Power of Social Independence" (Dolores Gauntty-Porter). Most papers contain references. (RS)

**ED 380 791** CS 012 093

Ediger, Marlow  
How Should Reading Be Taught? (A Public Forum and Debate).

Pub Date—95

Note—15p.

Pub Type—Opinion Papers (120)—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Cooperative Learning, Educational Objectives, Elementary Education, Gifted, \*Holistic Approach, \*Phonics, \*Reading Achievement, Reading Attitudes, \*Reading Instruction, \*Track System (Education) Identifiers—Educational Issues

In a public hearing to decide which plan of reading instruction should be emphasized in a school district, six university professors with expertise in reading took turns presenting their philosophies and plans of reading instruction. Professor A was a strong advocate of a thorough program of phonics instruction for primary grades pupils in particular. Professor B emphasized the need for precise objectives in reading instruction. Professor C believed that pupils need to read entire stories and holistic content in order to be engaged in the act of reading. Professor D expressed the belief that teacher accountability was being minimized in the previous positions. Professor E conducted research which indicates that pupils who are taught on their ability levels and when provisions are made for individual differences, pupils achieve more optimally than pupils grouped using other procedures. Professor F recommended that cooperative learning be emphasized in teaching-learning situations. Audience members asked questions (and professors answered the questions) on topics such as: (1) gifted and talented in cooperative learning in reading; (2) an overemphasis on phonics instruction; (3) pupils learning what is important in reading when precise objectives are emphasized; (4) individualized reading for pupils; and (5) tracking of pupils. Contains seven references. (RS)

**ED 380 792** CS 012 094

Castle, Sally L.

Helping Preservice Teachers in Reading Methods Field Experience Implement Theories Learned in the College Classroom through Journals, Lesson Plans, and Structured Observations.

Pub Date—95

Note—62p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses—Practicum Papers (043)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Classroom Observation Techniques, Elementary Education, Field Experience Programs, Higher Education, \*Journal Writing, \*Lesson Plans, \*Preservice Teacher Education, \*Reading Instruction, Reflective Teaching, \*Theory Practice Relationship

A practicum was developed to help preservice teachers practice reading theories learned in the college classroom during the three-week field experience portion of the class. Preservice teachers at a Christian college in a small, rural, midwestern town had few opportunities to implement theories learned during field experience. A literature review and personal ideas contributed to the development of six solution strategies and three outcomes. The outcomes involved writing journal entries, developing lesson plans, and teaching these lessons during structured observations. Results indicated that: (1) 34 of 39 preservice teachers used 6 to 8 theory-to-practice skills in their journal writings; (2) 21 of 37 preservice teachers incorporated 4 of 5 theory-based components in lesson plans; and (3) 7 of 37 teachers used 4 of 5 theory-based guidelines during observation. (Contains 23 references and three tables of data. Appendixes present a theory-to-practice problem-solving skills list, a lesson plan

checklist, and an observation summary sheet.) (Author/RS)

**ED 380 793** CS 012 096

Shoupnessy, Michael F.

**Twenty Five Habits To Encourage Reading.**

Pub Date—[95]

Note—5p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Education, \*Habit Formation, Parent Participation, \*Reading Habits, Reading Strategies, \*Recreational Reading Identifiers—\*Reading Motivation

The development of reading is connected to the development of several habits, habits which once developed, will remain. Some of the habits that will get children reading and instill the habit of reading are: (1) use a book mark; (2) allow kids to read the same book twice; (3) have a dictionary handy and explain its use; (4) have magazines, newspapers, and other reading materials available; (5) read Christmas and other holiday cards with children; (6) write letters to relatives then read the responses together; (7) visit the library once a week if possible; (8) expose children to different forms of writing—for example, plays; (9) when vacationing, read about the destination and about some of the highlights; and (10) be consistent and persistent. (RS)

**ED 380 794** CS 012 103

Holmes, Julia Morrison, Norma

**Research Findings on the Use of Portfolio Assessment in a Literature Based Reading Program.**

Pub Date—Mar 95

Note—13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (18th, Hilton Head, SC, March 1-4, 1995). Best available copy.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Field Experience Programs, Higher Education, Instructional Effectiveness, \*Portfolio Assessment, Portfolios (Background Materials), Preservice Teacher Education, Primary Education, \*Reading Achievement, Reading Comprehension, Reading Research, Whole Language Approach

Identifiers—\*Emergent Literacy

A study evaluated the effectiveness of a portfolio strategy to assess reading in the early primary grades. For a 12-week period, college students implemented portfolio assessment as they completed their reading block field experiences as part of their literacy/reading methods courses. Data included the portfolios, teacher surveys, journals of the preservice teachers, and observational notes and records recorded throughout the period. Results indicated that: (1) comprehension and language development could feasibly be tracked through the interviews, retells, running records, anecdotal data, text reconstructions, and language experience activities; (2) teachers and prospective teachers reported that the children were becoming better critics of their own work; and (3) during the on-site teaching of the methods course, classroom teachers were partners with higher education faculty as they cooperatively guided preservice teachers with hands-on experiences. Findings suggest that the awareness, acceptance, and utilization of portfolio assessment by practicing early primary grade teachers needs to be supported and ethnographic research continued. (Contains 29 references and two figures of data.) (RS)

**ED 380 795** CS 012 104

Gavin, Ann Walter, Eileen

**The Relationships among Children's Storybook Reading Behavior and Knowledge about Print Concepts in Kindergarten and Their Reading Ability in First Grade.**

Pub Date—[91]

Note—41p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Beginning Reading, Kindergarten, Primary Education, \*Reading Ability, Reading Aloud to Others, Reading Research, \*Story Telling

Identifiers—Emergent Literacy, Pacific Northwest, \*Print Awareness, \*Reading Behavior

A study determined the interrelationships among children's storybook reading behavior and knowledge of print concepts in kindergarten and their reading ability at the end of first grade. A sample of

21 subjects, ranging in age from 5 years 10 months to 6 years 8 months, was randomly selected from the morning and afternoon kindergarten sessions at a school in a small rural community in the Pacific Northwest. Results indicated that: (1) there was a positive correlation between storybook reading behavior as measured by Sulzby's story re-enactment scale and knowledge of print concepts as measured by the Concepts of Print Test (Clay, 1972); (2) subjects' storybook reading behavior in kindergarten had a positive correlation with their reading ability at the end of first grade as measured by the Metropolitan Achievement Test; and (3) subjects' knowledge of print concepts had positive but non-significant correlation with their reading ability. Findings suggest that experiences listening to stories read and "pretend-reading" help to develop kindergarten children's concepts of reading and print which prepare them for formal reading instruction in first grade. (Contains 33 references and three tables of data. Appendixes present an abridged version of "Emergent Reading Ability Judgements for Favorite Storybooks," (Sulzby, 1983; Sulzby and Otto, 1982); four patterns of print concepts measured by the "Sand Test," (Johns, 1980); and a scoring standards checklist for the "Concepts About Print Test: Sand" (Clay, 1979). (Author/RS)

**ED 380 796** CS 012 105

The Power of Reading Styles.

National Reading Styles Inst., Syosset, NY.

Pub Date—[95]

Note—33p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Cognitive Style, Elementary Secondary Education, \*Individualized Instruction, Inservice Teacher Education, Program Descriptions, \*Reading Achievement, \*Reading Improvement, \*Reading Instruction, \*Reading Research, Reading Strategies, Theory Practice Relationship

Identifiers—\*Carbo (Marie)

Noting that no one approach to reading instruction is "best" for every child, this booklet discusses the "reading styles" approach, which matches instructional approaches to each child's particular strengths and weaknesses in reading. The first section of the booklet discusses the urgency of the issue of low reading achievement among America's children and the importance of matching reading instruction to students' styles. The second section of the booklet describes the work of Marie Carbo and the National Reading Styles Institute (NRSI) in developing the Reading Style Inventory and the Carbo Recorded-Book Method. The next section of the booklet presents research which indicates that the process of assessing and matching students' reading styles results in significant increases on standardized tests of reading achievement for students at all educational levels. The fourth section of the booklet discusses NRSI training opportunities—presentations, videotapes, seminars, annual conference, on-site training, model schools, and training of trainers. A concluding section summarizes the research-based claims for the success of the reading styles approach. Contains 29 endnotes. (RS)

**ED 380 797** CS 214 682

Strech, Lorie L.

**The Implementation of Writing Workshop: A**

**Review of the Literature.**

Pub Date—20 Oct 94

Note—27p.; For a related document, see CS 214 683.

Pub Type—Opinion Papers (120) — Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Cooperation, Curriculum Evaluation, Elementary Education, Tutoring, \*Writing (Composition), Writing Improvement, \*Writing Instruction, \*Writing Processes, \*Writing Workshops

Identifiers—\*Process Approach (Writing), Writing Development

Writing workshop is an approach that encourages students to become involved in the writing process by using their own topics and writing for their own reasons. A history of writing pedagogy shows that educators have recently moved from a skills based approach of teaching writing to a process based approach: teachers are now interested in showing how a piece of writing improves as the author consults with his or her instructor and peers. A literature review of research on writing workshops suggests several conclusions. First, there is adequate evi-

dence to support the assertion that the teaching of writing process is a valuable practice. While the writing process is the actual process or material to be taught, the writing workshop can be viewed as a way of approaching the task of teaching writing and organizing it. Second, the establishment of the writing workshop can feel risky to teachers since there is no prescribed sequence for teaching skills and strategies. D. Sudol and P. Sudol (1991) raise significant questions regarding the tradeoffs among the level of teacher control, student responsibility, and the outcome value of the workshop. Third, the abundance of qualitative research (and lack of quantitative research) is due to the nature of the topic studied. The cyclical nature of the writing process and the writing workshop approach parallels the dynamic characteristic of qualitative research. Lastly, writing workshop, when implemented in its ideal form, takes a large portion of the instructional day. As a result of the literature review, recommendations are made for teachers, administrators, parents, school districts, state educational agencies, and future researchers. (Contains 42 references.) (TB)

**ED 380 798** CS 214 683

Strech, Lorie L.

**Action Research: The Implementation of Writing Workshop in the Third Grade.**

Pub Date—Dec 94

Note—21p.; Exit Project, California State University at Long Beach. For a related document, see CS 214 682.

Pub Type—Dissertations/Theses - Undetermined (040)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Action Research, Attitude Change, Classroom Research, \*Grade 3, Group Instruction, Primary Education, \*Student Attitudes, Student Needs, Student Writing Models, \*Whole Language Approach, \*Writing Attitudes, Writing Improvement, \*Writing Instruction, Writing Research, \*Writing Workshops

Identifiers—Downey Unified School District CA

By the 1980s, the whole language philosophy (Goodman, 1986), based on the idea that reading and writing should be done for authentic purposes, gained credibility. As the movement gained momentum, more teachers began to adopt the student-centered writing workshop as a way of teaching writing. A study of a class of 27 culturally diverse third graders in a school in Downey, California, investigated the cognitive and affective implications of the student-centered writing workshop approach. The study, which took place over a 5-week period, used a one-group pretest-posttest design. Students completed the same questionnaire and a writing sample on two different occasions. Following the pretest measures, a writing workshop, based on models by Donald Graves (1983), Lucy Calkins (1986), and Nancie Atwell (1986), was conducted daily. Results showed that more students reported a positive attitude towards writing after the treatment. The percentage of students reporting that they liked to write increased from 48 to 78. Also, the percentage of students who preferred to choose their own topic increased from 52 to 63. Writing tests showed moderate improvement: 41% scored a three or four (four being the highest) on the posttest as opposed to 19% on the pretest. (Four tables of data are included. Appendixes contain affective and cognitive tests, scoring results, and selected student writing samples.) (TB)

**ED 380 799** CS 214 761

DiSalvo, Carole

**Effect of Sex-Equitable Material on Gender Stereotyping.**

Pub Date—[95]

Note—54p.; M.A. Project, Kean College of New Jersey. For a parallel study, see CS 214 762.

Pub Type—Reports - Research (143) — Dissertations/Theses - Undetermined (040)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Children's Literature, Grade 6, Intermediate Grades, Middle Schools, \*Reading Materials, \*Sex Fairness, Sexism in Language, \*Sex Role, \*Sex Stereotypes

Identifiers—Middletown Township School District NJ, Trade Books

A study attempted to determine if exposing sixth-grade middle school students to sex-equitable literature followed by discussion would show any significant changes in gender-bias attitudes expressed by the students. Subjects, 26 sixth grade students at a suburban middle school in Middletown, New Jersey, completed a pretest to determine

gender-bias attitudes of both male and female students. These sixth grade students were exposed to a series of sex-equitable reading materials in which the main character was portrayed in a non-sexist manner. These stories were followed by both discussion and written reactions to what was read. After a 6-week period, students were administered the posttest. Results showed that exposing sixth-grade students to sex-equitable literature followed by discussions does not significantly change gender-bias attitudes. However, there was some improvement, even if that improvement was statistically insignificant; had the length of this study been longer, a more significant change might have been recorded. (Contains 29 references, 3 tables of data, and 3 appendices.) (Author/TB)

**ED 380 800** CS 214 762

Kelly, Judith Ann

Exploring Attitudes toward Gender in the Language Arts Classroom.

Pub Date—Apr 95

Note—55p.; M.A. Project, Kean College of New Jersey. For a parallel study, see CS 214 762.

Pub Type—Reports - Research (143) - Dissertations/Theses - Undetermined (040)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Attitude Measures, Grade 7, Junior High Schools, Junior High School Students, \*Language Arts, \*Literary Criticism, Literature, Middle Schools, Reading, \*Sex Bias, \*Sex Fairness, \*Sex Role, \*Student Attitudes

Identifiers—Middle School Students, New Jersey, Trade Books

Gender attitudes are usually viewed as products of the socialization process and therefore may be viewed as modifiable behaviors. Of great practical importance is the discovery of how they are formed, how they are organized in the mind, and how they may be changed. A study attempted to determine if exposing middle school students to non-stereotypical protagonists through reading, discussion groups, and writing would have a significant effect on the degree of gender biased attitudes expressed by the students. Subjects, 26 seventh grade females and males attending a suburban middle school in New Jersey, completed a pretest to determine gender stereotyped attitudes. Following the pretest, the students were exposed to sex-equitable literature for a period of 6 weeks. Discussion groups and related writings were integrated with the literature. Upon completion of the lessons, the students were administered a posttest. Analysis of the results revealed that although females scored higher on both the pre and posttests, males made a slight increase in positive responses. However, no significant difference was indicated. (Contains three tables of data, 54 references, and three appendices.) (Author/TB)

**ED 380 801** CS 214 763

Dedoo, Charles B.

Transformations of Wordsworth's Nature in Nineteenth and Early Twentieth Century British Literature.

Pub Date—1 Apr 95

Note—9p.; Paper presented at the Annual Meeting of the College English Association (26th, Cleveland, OH, March 30-April 1, 1995).

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*English Literature, Higher Education, Introductory Courses, \*Literary Criticism, Literature Appreciation, Nineteenth Century Literature, \*Romanticism, Twentieth Century Literature, Undergraduate Students

Identifiers—\*Nature, \*Wordsworth (William)

One way of making connections among various authors in a survey course is to emphasize recurring themes, images, and tropes; the instructor can point out how they are transformed by a constantly changing ethos and set of historical circumstances. A case in point is the second part of a British survey, typically going from William Blake or William Wordsworth through the writers of the first few decades of the 20th century. Wordsworth is so central to the evolution of poetry during these years that several of his major themes and images can provide reference points for students as the course progresses. These Wordsworthian features either recur or are implicitly rejected in much of the literature that follows him. Some examples are his concepts of the unity of nature and humankind, and of nature as an essentially benevolent teacher and nurturer. Students may be introduced to some of the Wordsworth's basic attitudes towards nature in a few of his

more approachable poems from "Lyrical Ballads," such as "Lines Written in Early Spring," "Expostulations and Reply," and "The Tables Turned." He elaborates on his ideas in more difficult works, such as "Tintern Abbey," the "Immortality" ode, and "It is a Beauteous Evening." Once students become comfortable with Wordsworth, the course may go on to present contrasts through the poetry of Robert Browning ("Childe Roland") and Christina Rossetti ("Coleridge") and through the fiction of Emily Bronte ("Wuthering Heights"), Thomas Hardy ("Return of the Native") and "Tess of the d'Urbervilles"), and Charles Dickens ("Hard Times"). (TB)

**ED 380 802** CS 214 764

Jackiewicz, Geraldine

The Effect of Computer Based Instruction on Writing at the Elementary Level.

Pub Date—Apr 95

Note—38p.; M.A. Project, Kean College of New Jersey.

Pub Type—Reports - Research (143) - Dissertations/Theses - Undetermined (040)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Comparative Analysis, \*Computer Assisted Instruction, Grade 4, Intermediate Grades, \*Writing Improvement, \*Writing Instruction, Writing Research

Identifiers—New Jersey, Writing Development

A study examined the effect of computer-assisted instruction on fourth graders' writing skills. Two fourth grade classes from one elementary school in New Jersey participated in the study. One class (the experimental sample) was taught to use the computer as a writing tool, while the other class (the control sample) used only pencil and paper. Both classes were given a pretest and a posttest. Holistic scoring was used to score the paragraphs. Results indicated a significant improvement in writing skills in the experimental class as compared to that of the control class. (Contains four tables of data and 17 references. Appendixes contain a survey and test scores. (Author/SR))

**ED 380 803** CS 214 765

Meyer, Diane Jean

The Effects of Graphic Organizers on the Creative Writing of Third Grade Students.

Pub Date—Apr 95

Note—46p.; M.A. Project, Kean College of New Jersey.

Pub Type—Reports - Research (143) - Dissertations/Theses - Undetermined (040)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Creative Writing, Elementary School Students, Grade 3, \*Instructional Effectiveness, Primary Education, \*Writing Improvement, \*Writing Instruction, Writing Research

Identifiers—\*Graphic Organizers, New Jersey

A study investigated whether there would be any significant difference in test scores between students instructed in the use of graphic organizers during their creative writings and those students not instructed in their use. Graphic organizers can help writers keep to the topic by having their ideas in front of them as they are writing. They also help the writer to keep things in the correct sequential order. Graphic organizers are credited to be tools that can guide students through the four stages of the writing process: prewriting, drafting, revising, and publishing and sharing. Two third-grade classes from different schools in the same New Jersey school district were involved in the 13-week study, and were given many creative writing assignments. The pretest and the posttest were each graded using both holistic scoring and the Fry Readability formula. Results indicated that the students using the graphic organizers showed an improvement in their creative writing. Contains five tables of data and 33 references. Appendixes contain test scores. (Author/SR)

**ED 380 804** CS 214 766

Vandenberg, Peter

The Publishing Professional: Composition's "Typing Image."

Pub Date—25 Feb 95

Note—14p.; Paper presented at the Annual Texas Christian University Symposium on Rhetoric and Composition (Fort Worth, TX, February 25, 1995).

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Rank (Professional), Higher Education, \*Professional Recognition, Social Stratification, \*Status, Teacher Educators,

Tenured Faculty, \*Writing (Composition), Writing Instruction

Identifiers—\*Academic Discourse Communities, \*Professional Concerns, Professionalization

This paper attempts to explain the relationship between publication and professionalization in the culture of the American research university. To act, order, and believe in relation to the dominant image in contemporary composition studies is to understand published, professional discourse as the sacred well of the culture. The published discourse of composition and the image of the publishing professional, its ideal of excellence, necessarily create hierarchies that enforce conformity to that ideal. The reorientation of some composition specialists from "hapless bottom feeders" to endowed chairs has come about through the acceptance of values, assumptions, and practices that have traditionally enforced the hierarchical oppositions sometimes deployed in rhetoric and composition. Through a process of professionalization the huge group of non-publishing composition teachers are now effectively marginalized or devalued even within the context of rhetoric and composition. No longer can the composition scholar look to the traditional literature/composition binary to explain the hierarchy of productivity in English departments. The ultimate tyranny of a culture's centralizing image is its ability to legislate conformity to it by making itself appear part of the natural order. The elevation of the publishing professional as the cultural ideal of those who teach writing is an "achieved" state of affairs, a construction, an argument. Contains 15 references. (TB)

**ED 380 805** CS 214 767

Short, Kathy G. Ed.

Research & Professional Resources in Children's Literature: Piecing a Patchwork Quilt.

International Reading Association, Newark, Del.

Report No.—ISBN-0-87207-126-X

Pub Date—95

Note—282p.

Available from—Order Department, International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 126: \$11 members, \$16 nonmembers).

Pub Type—Reference Materials - Bibliographies (131) - Information Analyses (070)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Children's Literature, Elementary Secondary Education, Literature Appreciation, Literature Reviews, \*Reading Material Selection, \*Reading Research

Identifiers—Research Synthesis

Noting that few syntheses of research on children's literature exist, this annotated bibliography guides teachers, researchers, and librarians who are searching for research on a particular topic, strategies for using literature in schools, or children's books on a particular topic. Section I of the book focuses on children's literature research (research reviews, books, selected articles, other published studies, and dissertations) published from January 1985 through December 1993 and includes a discussion of the procedures for identifying, listing, and annotating that research. Section II highlights professional journals that educators can use to locate reviews of children's literature, lists of books on particular topics, articles on using literature in the classroom, and research on children's literature. Section III contains annotations of many professional books on children's literature which focus on theoretical foundations, literature discussion and response, broad surveys of children's literature, sociopolitical and cultural issues, genre studies, literature across the curriculum, collections of teaching activities, and bibliographies of children's and adolescent literature. Each section of the book contains research or professional resources aimed at elementary and middle school contexts, specifically preschool through grade 8. (RS)

**ED 380 806** CS 214 768

McAlexander, Patricia J.

In Search of Miss Shagheny: A Comparison of Miss Shagheny and K. Patricia Cross.

Pub Date—18 Mar 94

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Comparative Analysis, \*Disadvantaged, Higher Education, \*High Risk Students, \*Remedial Programs, Writing (Composition), \*Writing Instruction  
Identifiers—Basic Writers, \*Cross (K Patricia), \*Shaughnessy (Mina)

One way to identify the essential Mina Shaughnessy would be to look at her views in light of the conflicts of the 1970s. It is particularly revealing to compare Shaughnessy to another great basic writing pioneer of that decade, K. Patricia Cross, whose 1971 book "Beyond the Open Door" Shaughnessy lists as a suggested reading in "Errors and Expectations." First, Cross approaches her subject from the perspective of a social scientist, while Shaughnessy approaches hers from the perspective of a humanities scholar. Cross's tone is often impersonal and scientific; Shaughnessy's is personal, poetic, and passionate. Second, Cross's definition of "new students" is mathematical: they are the lowest third of the nation's high school graduates. Shaughnessy bases her definition of "new students" on her own personal experiences as an instructor at City College of New York. Third, according to Cross, the major obstacles to the progress of "new students" are their lack of academic ability and their resulting lack of effort. To Shaughnessy, however, "new students" lack neither ability or effort; rather, they mainly lack experience. For this, she blames the educational system. Fourth, Cross envisioned a two-track college system that would accommodate "new students" without necessarily making them proficient in mainstream academic skills. Shaughnessy, by contrast, believed "new students" could succeed in the mainstream curriculum. (Contains 12 references.) (TB)

ED 380 807

CS 214 769

Whitin, David J. Wilde, Sandra

It's the Story That Counts: More Children's Books

for Mathematical Learning, K-6.

Report No.—ISBN-0-435-08369-4

Pub Date—95

Note—238p.

Available from—Heinemann, 361 Hanover St.,

Portsmouth, NH 03801-3912 (\$21.50).

Pub Type—Guides—Classroom—Teacher (052)—

Reference Materials—Bibliographies (131)

Document Not Available from EDRS.

Descriptors—\*Children's Literature, Elementary

Education, \*Mathematical Concepts, \*Mathe-

matical Education, Multicultural Education

Identifiers—\*Story Themes, Trade Books

Suggesting that children's literature has a powerful role to play in restoring story to the teaching and learning of mathematics, this book shows how stories are natural invitations for learners to explore the mathematics of their own lives and the lives of others. Each chapter of the book explores books on a given topic and gives some examples of how the books have been used in classrooms. The first three chapters of the book tell a series of stories about how books have been used to explore mathematical concepts, how children's spontaneous reactions influence the way teachers use these books in their classrooms, and the role of mathematical conversation. In chapter 4, children and teachers talk about how they see the role of literature in developing mathematical understanding. In chapter 5, Tana Hoban and David M. Schwartz discuss (separately) the origins of their ideas and what they are trying to accomplish in their mathematically-oriented books for young readers. Chapter 6 presents a number of books on the number system and on statistics and probability. Chapter 7 explores multicultural themes and images in mathematical children's books. Chapter 8 invites adults to develop their own knowledge of mathematics through reading. Chapter 9 is a series of mini-essays on the best of the new mathematical books for young readers and includes a "Top Twenty-Five" for teachers who want a quick overview of the latest and best mathematically-oriented children's books. (RS)

ED 380 808

CS 214 770

Battistini, Jan, Comp. Smith, Carl B., Ed.

Outcome-Based Education: Defining the Language

Arts Curriculum, Hot Topic Guide 56.

ERIC Clearinghouse on Reading, English, and

Communication, Bloomington, IN.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Pub Date—Apr 95

Contract—RR93002011

Note—86p.; All of the articles and book chapters

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Available from—Distance Education/ERIC-REC, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 (\$15, prepaid, using Mastercard, Visa, or check made payable to ERIC/REC).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, \*Curriculum, Educational Philosophy, Elementary Secondary Education, Instructional Effectiveness, \*Language Arts, Public Schools

Identifiers—\*Educational Issues, \*Outcome Based Education

One of a series of educational packages designed for implementation either in a workshop atmosphere or through individual study, this Hot Topic guide presents a variety of materials to assist educators in designing and implementing classroom projects and activities centering on the topic of outcome-based education. The Hot Topic guide contains guidelines for workshop use; an overview/lecture on outcome-based education; and nine articles (from professional and scholarly journals) and ERIC documents on outcome-based education. A 44-item annotated bibliography of items in the ERIC database on outcome-based education is attached. (RS)

ED 380 809

CS 214 771

Essex, Christopher, Comp. Smith, Carl B., Ed.

Creative Writing in the Elementary School, Hot

Topic Guide 57.

ERIC Clearinghouse on Reading, English, and

Communication, Bloomington, IN.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Pub Date—Mar 95

Contract—RR93002011

Note—68p.; All of the articles and book chapters

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Available from—Distance Education/ERIC-REC,

Indiana University, Smith Research Center, Suite

150, 2805 E. 10th St., Bloomington, IN

47408-2698 (\$15, prepaid, using Mastercard,

Visa, or check made payable to ERIC/REC).

Pub Type—Information Analyses—ERIC Information

Analysis Products (071)—Guides—

Non-Classroom (055)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, Computer

Uses in Education, \*Creative Writing, \*Elemen-

tary Education, Gifted, Poetry, Writing Improve-

ment

Identifiers—Children's Writing, \*Writing Develop-

ment

One of a series of educational packages designed

for implementation either in a workshop atmo-

sphere or through individual study, this Hot Topic

guide presents a variety of materials to assist edu-

cators in designing and implementing classroom

projects and activities centering on the topic of cre-

ative writing in the elementary school. The Hot

Topic guide contains guidelines for workshop use;

an overview/lecture on creative writing in the ele-

mentary school; eight articles (from scholarly

and professional journals); and ERIC documents on

the topic. A 43-item annotated bibliography (including

special sections on poetry, the gifted, and using

computers) of items in the ERIC database on cre-

ative writing is attached. (RS)

ED 380 810

CS 214 772

Gibson, Dick

Hendrickson, Gay Cap, Culture Thief: New Male

Roles in Tony Hillerman and Jonathan Kell-

erman.

Pub Date—Apr 94

Note—8p.; Paper presented at the Annual Meeting

of the College English Association (25th, Or-

lando, FL, April 7-9, 1994).

Pub Type—Opinion Papers (120)—Speeches/

Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Higher Education, Homosexuality,

Literary Criticism, \*Literary Genres, Literature

Appreciation, \*Males, \*Popular Culture, \*Sex

Role, \*Sex Stereotypes

Identifiers—\*Detective Stories, Hillerman (Tony),

Jacksonville University FL, Kellerman (Jona-

than), \*Mysteries (Literature), Postmodernism

In the area of male sex roles, the mystery novel is far ahead of society in general and thus presents the academic with a wealth of new male role models that demand inclusion in the postmodern canon. For a class at Jacksonville University ("Contemporary Detective Fiction") the classical male detective of "The Big Sleep" or "The Maltese Falcon" is first presented to students. The classical American detective character is rough, uncultured, even violent; he chain smokes, and contemporary social workers would call him an alcoholic. His sexual contacts are brief liaisons. Throughout he remains shrewd, calculating, objective and terminally cynical about the subject of women, and indeed, about everything. In extreme contrast, the postmodern male detective presented later in the course is an untrained amateur, who is often sensitive, caring, insightful, and socially aware. Two obvious examples of these trends may be found in the work of Tony Hillerman and Jonathan Kellerman. Their detectives are a caring, introspective child psychiatrist, a gay cop, and a Navajo police officer who is studying to be a shaman. Kellerman's Alex Delaware, for instance, is sensitive, socially involved, loving and passionate about his patients and family members and cynical only about the "bad guys." In fact, he has an enormous depth of sympathy for humanity and its problems. Similarly, at least part of the popularity of Hillerman's novels resides in their interesting, multidimensional portrayal of Hopi and the Navajo culture and characters as they conflict and complement each other. (TB)

ED 380 811

CS 214 773

Patterson, Kathleen A.

"Embedded Curriculum": Teaching Disability

Studies in the First Year Composition Class-

room.

Pub Date—Mar 94

Note—21p.; Paper presented at the Conference on

College Composition and Communication (45th,

Nashville, TN, March 16-19, 1994).

Pub Type—Opinion Papers (120)—Speeches/

Meeting Papers (150)—Reports—Descriptive

(141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cultural Awareness, \*Curriculum

Development, \*Disabilities, \*Freshman Composi-

tion, Higher Education, Interdisciplinary Ap-

proach, Literary Genres, Multicultural

Education, Popular Culture, Social Sciences

Identifiers—\*Disability Awareness

The first, and perhaps the most obvious, way to

incorporate disability studies into the composition

curriculum is to alter the way instructors teach ca-

nonical texts. The standard literary approaches to

disability are genre studies, which consider disability

to be an element of the gothic or the grotesque, and

rhetorical studies, which analyze its function as

metaphor. Such views of disability need not be ig-

nored. Rather they should be looked at critically.

Disability does function in this way in some litera-

ture but in other literature disability is multidimen-

sional. In Southern literature, for instance, there are

texts that problematize and sometimes directly

challenge cultural assumptions about persons with

disability. A second way to incorporate disability

studies is for the instructor to use texts by "good"

writers who are themselves disabled and who write

about disability as "models" of good writing. A third

way to incorporate disability studies would concern

classes organized around multidisciplinary readings.

Most of the recent scholarly work in disability stud-

ies is in the social sciences. History is also rich in its

documentation of recent paradigm shifts in culture's

understanding of disability. (Contains an extensive

bibliography of disability texts in fiction, poetry,

drama, history, sociology, politics, women's studies,

and popular culture.) (TB)

ED 380 812

CS 214 774

Jones, Donald C.

Literacy, Orality, and Silence: "Reading" the

Exigencies of Oppression in Frederick Douglass'

1845 "Narrative."

Pub Date—23 Mar 95

Note—16p.; Paper presented at the Annual Meet-

ing of the Conference on College Composition

and Communication (46th, Washington, DC,

March 23-25, 1995).

Pub Type—Opinion Papers (120)—Speeches/

Meeting Papers (150)—Historical Materials

(060)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Authors, Blacks, Higher Education,

\*Language Role, \*Literacy, Literary Criticism,

Nineteenth Century Literature, Racial Bias, Slavery, United States Literature  
 Identifiers—\*Douglass (Frederick), Historical Background, Literacy as a Social Process, Orality, \*Slave Narratives

By focusing on Frederick Douglass' reconsideration of literacy in the 1845 "Narrative of the Life of Frederick Douglass," this slave narrative becomes very relevant to students today. This important historical document becomes a powerful tool with which educators can encourage students to confront contemporary, postmodern questions about discursive oppression and individual resistance. As Douglass' "Narrative" demonstrates, slavery requires an absolute hierarchy of privileged literacy reserved for European-Americans and subordinate silence required of African-American slaves. Douglass, however, exposes the false rationale on which this system is based. Students of the "Narrative" should analyze Douglass' subversive use of silence, orality, and literacy, rather than just tracing his apparent pathway to freedom. Douglass' autobiographical self effectively uses silence to resist servitude. To undermine his master's authority, Douglass refuses to obey commands, such as when he declines to sing a hymn during a service. Faced with other exigencies of oppression, Douglass also uses orality to resist his enslavement. After his master prohibits any further instruction, Douglass uses bits of bread and friendly conversation to gain reading lessons from "poor white children." Further, by asserting the inexpressibility of certain experiences, Douglass opposes modernist conceptions of language and literacy. According to modernism, language simply names a person's inevitable reality and literacy encodes and decodes these names. However, Douglass uses the power of language to conceive his own reality. (Contains 26 references and 11 notes.) (TB)

ED 380 813

CS 214 775

Kang, Hee-Won

**Evolution of Interpretation of Text: Putting the Emphasis on the Student.**

Pub Date—18 Nov 94

Note—14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (84th, Orlando, FL, November 16-21, 1994).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Critical Reading, English (Second Language), \*English Instruction, Literary Criticism, Literature Appreciation, \*Reader Text Relationship, \*Reading, \*Student Needs, \*Student Reaction

Identifiers—\*Interpretive Validity, Text Factors

When reading educators encounter a student's interpretation of a text that is different than that which an author may have intended, they have to determine if such an interpretation is valid according to their criteria for students. Much of this rests with educators' conceptions of the reading process and the role of the reader in the interpretation of a text. If educators recognize the role that students' background knowledge plays in the interpretation of a text and the potential for valid interpretations that may differ from that of the author, then through what criteria do educators evaluate and judge students' interpretations? The main criterion will be a student's ability to produce textual evidence in support of his or her interpretation. A. Collins, J. S. Brown, K. M. Larkin, L. M. Phillips and Kang offer various models of thinking through which students may critically examine their own interpretations. That such processes occur is particularly crucial in the case of young students whose life experiences are limited and in the case of foreign students whose different cultural experiences may lead them to misinterpret texts. In both cases, interpretations should be seen as valid only if there is information in the text that is consistent with them. Emphasis should be placed on student justification of his or her interpretation as well as on student awareness of different interpretations that may be valid. (Contains nine references.) (TB)

ED 380 814

CS 214 776

Suhor, Charles, Comp.

**Trends and Issues in English Instruction, 1995-Six.**

Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.

National Council of Teachers of English, Urbana, Ill.

Pub Date—95

Note—16p.; For the 1994 report, see ED 369 084.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Censorship, Copyrights, Curriculum Development, \*Educational Trends, Elementary Secondary Education, \*English Instruction, Higher Education, Language Arts, Literature Appreciation, \*Mass Media Role, \*Reading Instruction, \*Writing Instruction

Identifiers—\*Educational Issues, National Council of Teachers of English

Information on current trends and issues informally discussed and then delineated by the directors of six National Council of Teachers of English commissions, is presented in this 12th annual report. The commissions and their directors are: (1) Commission on Curriculum (Dorothy King); (2) Commission on Composition (Christine Kline); (3) Commission on Language (Roseann Gonzalez); (4) Commission on Literature (Reginald Martin); (5) Commission on Reading (Diane Stephens); and (6) Commission on Media (Carole Cox). Some of the subjects discussed in the report include: the positive trends of teachers using information gained from research and teachers becoming more extensively involved in curriculum development; the continued subordination of writing to literature in secondary schools and colleges and of writing to reading in the elementary schools; the assessment of writing; the need for social justice and equity at all educational levels; the need to bring teachers from diverse cultures into the classroom; excerpting, condensing, "packaging," interactive software, collaborative learning, literature study, and storytelling as they relate to literature; how reading is perceived; the division of the field of reading into "elementary," "middle school," and "secondary"; the trend toward recognition of media as an important area of study at the national level; censorship of non-print media; and copyright law and issues of intellectual copyright. (RS)

ED 380 815

CS 214 778

Ostrom, Hans Bishop, Wendy

**Letting the Boundaries Draw Themselves: What Theory and Practice Have Been Trying To Tell Us.**

Pub Date—Dec 94

Note—13p.; Paper presented at the Annual Meeting of the Modern Language Association (San Diego, CA, December 27-30, 1994).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Students, \*Departments, Educational Innovation, Higher Education, Theory Practice Relationship, \*Traditionalism, \*Writing (Composition), \*Writing Instruction

Identifiers—Boundaries, \*Genre Approach

Two colleagues in the field of composition studies speak to each other during a panel discussion titled, "Writing, Rhetoric, and 'Creative' Writing: Refiguring the Undergraduate Curriculum." The first respondent posits that academic department boundaries are out of date; they block the way to many useful collaborations. The same can be said about genres and genre boundaries. The boundaries were convenient in their moment. However, to put this in Derridean terms, reader-writer-teachers respond to genres by wanting to supplement them with something "different"—"de-fer-aunt." One reason many regard departmentalism as an affliction is that departments are, to a degree, based on textual genres, which are illusory, contingent, enforced but unenforceable. If genre is "social action," could it not also be social inaction? Often the genre-training of college students is a way of quieting them, universalizing them, conforming them, domesticating them. When educators are disappointed in students' writing, perhaps it is because they are genre-trained. In response, the second respondent argues that boundaries can create intellectual inaction—theory and practice together produce stereoscopic vision; writing and reading are partners; all writing is creative if it is allowed context, and all students are writers if they are allowed an existence in context, the complicated matrix of their lives. Contains three references. (TB)

ED 380 816

CS 214 779

Rudden, Jane F.

**Instruction in Metaphor and Its Influence on**

**Revisions Made by Third- and Fifth-Graders.**

Pub Date—Nov 94

Note—29p.; Paper presented at the Annual Meeting of the College Reading Association (38th, New Orleans, LA, November 3-6, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Elementary Education, \*Elementary School Students, Grade 3, Grade 5, \*Metaphors, \*Revision (Written Composition), Writing (Composition), \*Writing Instruction, Writing Research Identifiers—Writing Development

Research efforts in the area of metaphor have concentrated on its natural occurrence in children's language, its role in comprehension processes, and the cognitive developmental stages influencing children's interpretations of metaphor. A study considered the influence of instruction in metaphor on the revising processes of third- and fifth-graders as measured by pre- and post-treatment drafts of a writing task. Ten third- and ten fifth-graders voluntarily participated. One hour of instruction in the recognition and generation of metaphor was delivered to each group separately; the instruction was followed by a period during which the children revised their drafts. Analysis of post-treatment drafts indicate an increase in the use of metaphor in the writing samples of both groups. These findings confirm the suggestion that metaphor is a useful form of redescription (McQuade 1983) and helps writers to see things differently. All participants showed an eagerness to learn about metaphor and were outwardly pleased with successful attempts to abandon a literal expression in favor of a metaphoric counterpart. Revisions were further analyzed for type using L. Faigley and S. Witte's (1981) Revision Taxonomy. Paired "t" tests revealed no significant mean differences between groups for revision types. Semi-structured interviews revealed a preference for literal expression, with only few exceptions. (Contains 36 references, two appendices of research materials, and three tables of data.) (Author/TB)

ED 380 817

CS 214 780

Fu, Danling

**"My Trouble Is My English": Asian Students and the American Dream.**

Report No.—ISBN-0-86709-355-2

Pub Date—95

Note—245p.; Foreword by Donald H. Graves. Available from—Boynnton/Cook, Heinemann, 361 Hanover St., Portsmouth, NH 03801-3912 (\$21.50).

Pub Type—Reports - Descriptive (141) — Books (010)

**Document Not Available from EDRS.**

Descriptors—Asian Americans, Case Studies, Classroom Environment, Cultural Differences, \*English (Second Language), Immigrants, Intercultural Communication, \*Journal Writing, \*Language Role, Literacy, \*Multicultural Education, Refugees, Secondary Education, \*Student Experience, Student Journals

Identifiers—Asian American Students, Laotian Culture, \*Literacy as a Social Process

Examining the learning experiences of four Laotian students at a mainstream secondary school, this book describes and interprets the students' learning situations and reveals their perspectives along with those of their teachers. The book introduces readers to the Savang family, refugees who left Laos. The book also shows how open journal writing assignments began to tap the rich stories this family had to tell. The book provides information on how students with different cultural backgrounds and learning styles react, behave, and learn in a classroom and how teachers can use that knowledge to create a community of learners. The first chapter provides background on the four siblings: their family and life in their home country, in their refugee camps, and in the United States. Chapter 2 of the book describes the four adolescents and their general situation at school. Chapters 3 through 6 are case studies of the four with a focus on their reading and writing experiences at school. The case studies in the book are organized thematically rather than chronologically (according to their ages). The concluding chapter reflects on the study and discusses issues related to literacy instruction and multiculturalism in the field of education. Contains 167 references. (RS)

ED 380 818

CS 214 781

Durkin, Diane Bennett

**Language Issues: Readings for Teachers.**

Report No.—ISBN-0-8013-0951-4

Pub Date—95

Note—486p.

Available from—Longman, 10 Bank Street, White Plains, NY 10606 (\$31.95).

Pub Type—Books (010) — Collected Works - Gen-

eral (020)

# Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, \*English (Second Language), English Instruction, \*Grammar, Higher Education, \*Language Acquisition, \*Language Role, \*Second Language Learning, \*Teaching Methods, Theory Practice Relationship

Identifiers—Educational Issues

This book provides a collection of interrelated essays on language for teachers concerned with first and second language acquisition, non-standard English, the teaching of grammar, language change, and the attainment of literacy. A problem-oriented text, the book presents the various controversies surrounding each language area, offering competing disciplinary perspectives. Incorporating only the linguistic theory that has immediate classroom applicability, the book consolidates research, offers a nontechnical approach, and invites teachers to question common assumptions and practices concerning language. Essays in the book are "The Acquisition of Language" (Bryne Arlene Moskowitz); "Creole Languages" (Derek Bickerton); "Making It Last: Repetition in Children's Discourse" (Elinor Ochs Keenan); "Context, Meaning and Strategy in Parent-Child Conversation" (Peter French and Bencie Woll); "The Significance of Learners' Errors" (S. P. Corder); "Bilingual Education and Second Language Acquisition Theory" (Stephen D. Krashen); "A Chinese Child's Acquisition of English" (Joseph Huang and Evelyn Hatch); "Underachievement among Minority Students" (Jim Cummins); "The Cognitive Academic Language Learning Approach" (Anna Uhl Chamot and J. Michael O'Malley); "English in Our Language Heritage" (Shirley Brice Heath); "Educational Rights of Language Minorities" (Sau-ling Cynthia Wong); "A Look at Process in Child Second-Language Acquisition" (Evelyn Hatch and others); "Individual Differences in Second Language Acquisition" (Lily Wong Fillmore); "ESL Children as Teachers: A Social View of Second Language Use" (Donna Johnson); "Language Change in the History of English: Implications for Teachers" (George Gadda); "The King Case: Implications for Educators" (Jerrine Cobb Scott); "The Logic of Nonstandard English" (William Labov); "The Forms of Things Unknown: Black Modes of Discourse" (Geneva Smitherman); "Approaches to Grammar" (Erika Lindemann); "What Petey Forgot" (Doris T. Myers); "Alternatives to Teaching Formal, Analytical Grammar" (Ellery Sedgwick); "A Generative Rhetoric of the Sentence" (Francis Christensen); "Grammar in Context: Why and How" (Jim Meyer and others); "The Sense of Story" (Gordon Wells); "Learning to Read by Reading and Making Sense of Reading—And of Reading Instruction" (Frank Smith); "Watching Young Writers" (Glenda L. Bissex); "Learning to Think through Writing" (Lucy McCormick Calkins); and "Kan Yu Ret and Rayt en Ingles: Children Become Literate in English as a Second Language" (Sarah Hudelson). (RS)

ED 380 819

CS 214 785

Gibaldi, Joseph

MLA Handbook for Writers of Research Papers.

Fourth Edition.

Modern Language Association of America, New York, N.Y.

Report No.—ISBN-0-87352-565-5

Pub Date—95

Note—310p.

Available from—Modern Language Association of America, 10 Astor Place, New York, NY 10003-6981 (\$12.50).

Pub Type—Guides - Non-Classroom (055) — Reference Materials (130)

## Document Not Available from EDRS.

Descriptors—Computers, \*Documentation, \*Expository Writing, Higher Education, Information Retrieval, Research Papers (Students), Research Reports, Scholarship, \*Technical Writing, \*Writing for Publication

Identifiers—\*Stylistics

This handbook, that can be used as a reference tool, is designed to introduce the researcher/writer to the customs of a community of writers who value scrupulous scholarship and the careful documentation, or recording, of research. Chapter 1 suggests some of the educational and intellectual purposes of research and describes the first steps in a scholarly process—choosing a project; using a library; producing a working bibliography, notes, outlines, and drafts; and avoiding plagiarism. Chapter 2 (focusing on clear writing) gives practical advice on such mat-

ters as spelling, punctuation, and the presentation of names, numbers, titles of works, and quotations. Chapter 3 gives guidelines on the physical format of the paper. Chapter 4 explains how to list sources at the end of a paper, while chapter 5 shows how to cite them in the text of a paper. Chapter 6 describes abbreviations that are useful in documentation and in certain other contexts. Appendix A lists notable reference works in specialized fields; and appendix B presents some systems of documentation other than MLA's. Additionally, this new edition explains how to use and how to cite electronic catalogs, central information systems, and CD-ROM and online databases; how to use computers to facilitate the writing of research papers; and how to cite electronic publications, including CD-ROMs, diskettes, magnetic tapes, and online databases. The handbook concludes with sample pages of a research paper that uses MLA style. (NKA)

ED 380 820

CS 214 787

Questions and Answers on Copyright for the Campus Community. Updated (Includes Recent Court Decisions).

Association of American Publishers, New York, N.Y.; Association of American Univ. Presses, New York, N.Y.; National Association of College Stores, Inc., Oberlin, OH.

Pub Date—93

Note—21p.

Available from—National Association of College Stores, Inc., 500 East Lorain Street, Oberlin, OH 44074-1294 (\$5 per copy, 1-49 copies; \$1 per copy, 50-99 copies; \$7.50 per copy, 100-149 copies; \$5.00 per copy, 150-499 copies).

Pub Type—Guides - Non-Classroom (055)

## Document Not Available from EDRS.

Descriptors—\*Copyrights, \*Fair Use (Copyrights), \*Higher Education, Legal Problems, \*Legal Responsibility, Periodicals, \*Publications, \*Reprography, Research Papers (Students)

Identifiers—\*Copyright Law 1976, Copyright Law Amendments 1980, Scholarly Writing

Intended for those members of the higher education community who write and publish (and that includes both students who write research papers, faculty who produce scholarly articles, copy centers, and college stores), this easy-to-understand guide explains the requirements of United States copyright law. The guide, in question and answer format, presents an overview of relevant sections of the amended Copyright Act of 1976. The goal of the guide is to clarify the issues and provide information and procedures that will result in greater understanding of the rules governing copyrighted works and facilitate the processing of photocopy requests. The guide includes discussions of ownership of copyright, penalties for copyright infringement, "fair use," "the Kinko's case," and permission requests and procedures for obtaining permission to copy. Appendix A contains the agreement on guidelines for classroom copying of books and periodicals in educational institutions. Appendix B contains a sample copyright permissions form. (NKA)

ED 380 821

CS 214 794

Firek, Hilve Purcell, Steve

Cruisin' the Information Superhighway: Using the Internet To Teach English in a Transdisciplinary Context.

Pub Date—Mar 95

Note—14p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Minneapolis, MN, March 16-18, 1995).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Electronic Mail, \*English Instruction, \*Information Networks, \*Information Seeking, Information Services, Integrated Activities, Interdisciplinary Approach, Secondary Education, Thematic Approach

Identifiers—Gopher, \*Information Superhighway, \*Internet, World Wide Web

This paper presents information on using the Internet (electronic mail, listservs, world wide web sites, and gopher servers) to teach English in a transdisciplinary context by linking subjects thematically. The paper discusses how the Internet allows students to compose for a real reason and for a real audience. It also discusses listservs and presents addresses and brief descriptions of 12 listservs and 14 e-mail based projects, as well as a "netiquette" primer. The paper briefly describes the world wide web and lists 35 web sites. The paper also briefly

describes the Gopher information delivery system and lists 11 gopher sites. (RS)

ED 380 822

CS 508 492

Martinson, Jay

Working to and from Personal Experience in Business and Professional Speaking.

Pub Date—Nov 93

Note—37p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993). Some of the assignment sheets contain broken type that may not reproduce legibly.

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Assignments, \*Class Activities, \*Communication Skills, Conflict, \*Experiential Learning, Higher Education, Interviews, \*Organizational Communication, Simulation, \*Speech Communication, Student Experience, Teaching Methods

Identifiers—\*Communication Strategies, Conflict Management

Building upon the conviction that student learning may be enhanced when the direct worlds of experience intersect with academics, this paper offers several assignments and exercises for the college-level business and professional-speaking course which intend to encourage this intersection. The paper serves as a resource of ideas for anyone who might have the opportunity to teach this type of course. The paper begins with a brief summary and description of each of the specific assignments: mock interviews, interview gathering, managerial theory self-assessment and paper, conflict simulation and conflict paper, business presentation, group project, and a parliamentary procedure simulation. The remainder of the paper presents handouts, assignment sheets, and critique sheets associated with the assignments and exercises. (RS)

ED 380 823

CS 508 787

McClean, Lisa A. Stewart, Robert K.

The Caribbean Story on CNN World Report: Just

What Is Development News?

Pub Date—Mar 94

Note—32p.; Paper presented at the Annual Convention of the Broadcast Education Association (39th, Las Vegas, NV, March 18-21, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Agenda Setting, \*Developing Nations, \*Development Communication, Foreign Countries, \*News Media, News Reporting, \*Press Opinion, Television

Identifiers—\*Caribbean Islands, CNN World Report, Development Journalism, \*English Speaking, News Stories

While Caribbean countries complained during the 1970s about negative coverage at the hands of Western journalists, scholars have observed that local Caribbean media were not providing adequate news coverage from the region either. A study examined 245 news stories sent by English-speaking Caribbean journalists to CNN World Report over a five-year period (1987-92). First the term "development" was defined as to its scholarly application in this study. Then, each story was studied and classified as a story that (1) represented development in a Caribbean country ("development news"); (2) did not represent development ("non-development news"); or (3) provided a mixture of development and non-development ("mixed news"). Results showed that with the exception of Dominica and Belize, all the Caribbean countries contributed at least one news story during the period studied. Further, tables show a decline in the number of news stories sent over the period of the study. Finally, more than 60% of the reports from the English-speaking Caribbean were "development news" stories. A close look at "protagonist" reveals that, for the most part, it was national governments that implemented measures to bring about the development process as reported. Findings do not support the view that Caribbean countries do not report their own development news. Rather, they indicate that given the limited resources of these countries, they are quite assertive in reporting their own developments. (Contains 25 references; sample "development news" reports are appended.) (TB)

ED 380 824

CS 508 839

Morreale, Sherwyn P. And Others

Student Assessment of Communication Apprehen-

### ision and Self-Esteem: The Impact of Traditional and Accelerated Public Speaking Instruction.

Pub Date—Nov 94

Note—24p; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Anxiety, \*Communication Apprehension, Communication Research, Higher Education, \*Public Speaking, \*Self Esteem, Speech Communication, \*Speech Instruction, Teaching Methods, Undergraduate Students

Identifiers—Personal Report of Communication Apprehension, T Test, University of Colorado Colorado Springs

This paper examines the impact of traditional and accelerated public speaking instruction on undergraduate-level students' self-perceptions of communication apprehension and self-esteem. Subjects, students at the University of Colorado at Colorado Springs were enrolled in the same semester in either a 16-week traditional public speaking course (n=64) or an accelerated one-week public speaking course (n=35). Entrance and exit assessment testing was conducted in both courses through the administration of the Personal Report of Communication Apprehension and the Rosenberg Self-Esteem Scale. T-tests comparing the degree of increase in self-esteem indicated no significant differences between students in the two course formats. T-tests comparing the degree of decrease in communication apprehension indicated no significant difference between the two course formats regarding student apprehension in groups, meetings, or conversations. However, students in the 16-week course demonstrated a significantly greater reduction in public speaking anxiety and in overall apprehension than did students in the one-week course. An obvious explanation for the differences in the latter observation is the time factor. Students in the 16-week course had more time to learn about anxiety, more time to process that information, and more time to research, prepare, and practice speaking in the communication laboratory. Conclusions of this study call attention to the value of extensive treatment to remediate public speaking anxiety and overall communication apprehension. (Contains three tables of data and 30 references.) (Author/TB)

ED 380 825

CS 508 840

Cooper, Connie S.

### Storytelling in the Basic Course for the Promotion of Cultural Diversity.

Pub Date—Nov 94

Note—45p; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994). Some pages in the appendices may be illegible.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Course Descriptions, \*Cultural Differences, \*Higher Education, \*Interpersonal Communication, Introductory Courses, \*Multicultural Education, Program Descriptions, \*Story Telling

Identifiers—Cultural Sensitivity, University of Oklahoma

Cultural diversity needs to be addressed in the higher education classrooms for the development of practical business and education skills. Co-emergent multicultural awareness on the University of Oklahoma campus provides a necessary justification for curriculum adaptations and the implementation of a communication campaign of multicultural information. Storytelling brings a higher level of understanding and transcendence while it promotes a rightness and belonging critical to psychological well-being. It remembers cultural archetypes and forgets stereotypes. One avenue for promoting cultural diversity awareness is for college instructors to incorporate storytelling into the basic required communication course. The overall goal of the program is to have every graduate of an Oklahoma school of higher education exposed to cultures other than their own. The six-month time frame incorporates one semester of exposure, modeling, and content evaluation. Class sessions become an activity requiring both storyteller and audience interaction. Summative evaluation of the project should be professional and occur at the onset and close of the semester. (Contains 44 references and a table of data. Interview questions, a projected budget for the

campaign, a participant observation poster, promotional materials, clippings from the university newspaper, and two syllabi are attached.) (RS)

ED 380 826

CS 508 843

Clyde, Glenda And Others

### Assessment is Epistemic and Heuristic: The Role of Video Tape in the Public Speaking Course.

Pub Date—Nov 94

Note—12p; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Communication Research, Comparative Analysis, Higher Education, \*Introductory Courses, \*Public Speaking, Student Evaluation, Undergraduate Students, \*Videotape Recordings

Identifiers—\*Northeast Missouri State University

With certifying end-of-program achievement as their goal, a group of educators conducted a pilot assessment program at Northeast Missouri State University in 1992. The program called for the videotaping of each student's third speech to be assessed by outside judges. The present study attempted to determine if videotaping and self-evaluation exercises earlier in the course would affect the outcome of the final assessment; the study, in other words, viewed assessment itself as an organic part of the learning process. Specifically, the study looked at three variables: would student performance increase if (1) he or she viewed an "excellent" student speech on video early in the semester? (2) if he or she viewed him- or herself on video earlier in the semester and was encouraged to critique him- or herself? (3) and if he or she were evaluated throughout the semester on the same form that would be used for the end-of-the-semester assessment? Three educators, each teaching two sections of the basic course, participated in the study. The above variables were implemented in one course section of each of the educators and not in the other. Results showed no significant difference between the two groups in the outcome of the final assessment. While the results of this study cast serious doubts on the effectiveness of the three teaching strategies above, it suggests that the process of formulating assessment methods is also a process of researching the learning process. (Contains 17 references and three tables of data.) (TB)

ED 380 827

CS 508 845

Shankar, Archana Daya

### Interpreting the Narratives of Non-Traditional Students: An Exploratory Study.

Pub Date—Nov 94

Note—16p; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Case Studies, College Students, \*Communication (Thought Transfer), \*Educational Needs, Educational Research, Higher Education, \*Nontraditional Education, \*Nontraditional Students, \*Student Needs

Identifiers—\*Communication Context, Curriculum Emphases, Organizational Culture

A study investigated the communication and learning problems of nontraditional students. Its methodology drew on case studies and interviews with 10 nontraditional students at two midwestern universities. Findings fit into various categories: curriculum, assignments, social isolation, classroom structure, theoretical framework, and interpersonal communication. First, college curriculums are designed for the traditional student and often do not given ample consideration to the needs of nontraditional students. Second, nontraditional students do not feel that assignments in their courses are designed with their needs in mind. Third, nontraditional students often feel socially isolated because of their age and because they commute. Fourth, sometimes the classroom structure dependent on sophisticated equipment and hardware presents problems for the reentry level students. Fifth, some nontraditional students would prefer to have more control of the direction of their studies. Sixth, some nontraditional students find faculty difficult to interact with, particularly those who have preconceived ideas about educational philosophy. This study suggests therefore that modifications in the educational system are in order. Curriculums could take into consideration the individual needs of students. Faculty

advisers, support groups, and mentoring systems specifically designed for the nontraditional student could prove helpful. (Contains 12 references.) (TB)

ED 380 828

CS 508 849

Danielson, Mary Ann Hollwitz, John

### Evaluating Directors of Forensics: From Dimensions to Prototype.

Pub Date—Nov 94

Note—23p; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Communication Research, \*Debate, \*Evaluation Methods, \*Faculty Evaluation, Higher Education, National Surveys, \*Persuasive Discourse, Reliability, Undergraduate Students, Validity

Identifiers—Debate Tournaments, \*Forensic Directors

A study expands on an earlier study by developing a prototypical evaluation instrument for directors of forensics. A 3-part questionnaire was constructed to assess the reliability and validity of the instrument used in the earlier study. Questionnaires were returned by 63 of 205 directors of forensics programs representing both public and private institutions of varying sizes and all types of forensics programs. Results indicated that the prototype for forensics evaluation: (1) must include the four dimensions of arranging students' participation in off-campus tournaments, administering the speech/debate program, coaching speech/debate participants, and accounting and bookkeeping; (2) should include the four dimensions of recruiting students for the speech/debate program, teaching a speech/debate class(es), directing on-campus tournaments, and counseling and advising speech/debate students; and (3) may include the two dimensions of college/university and community service involvement and moderating speech/debate student groups. Findings suggest areas in which academic departments might focus selection and recruitment efforts and provide a way to diagnose needs for faculty training. (Contains 17 references and one table of data. A standard evaluation form and an expanded evaluation form are attached.) (RS)

ED 380 829

CS 508 850

Byers, Peggy Yuhus Eikenmeyer, Laura

### A Content Analysis of Women in Local and College Newspapers during the Year of the Woman.

Pub Date—Nov 94

Note—20p; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Content Analysis, \*Females, Feminism, Higher Education, Journalism, Labor Force, Media Research, \*Newspapers, Olympic Games, Politics, \*Sex Role, \*Student Publications

Identifiers—Local Media, \*Media Coverage

A study examined the coverage of women in one midwestern college newspaper and three midwestern city newspapers during 1992, the Year of the Woman. Bylines, references, and the roles portrayed in newspaper photographs were examined to determine how local newspapers covered the record number of women running for political office, the record number of women entering the work force, and the record number of women receiving medals at the Winter Olympics as compared to coverage in national newspapers. Of the total coverage across all categories, less than one-third was devoted to women. The results also indicated that on most pages and in most roles, photos of men greatly outnumbered those of women. The roles portrayed by women were stereotypical and they were seen most often on the lifestyle page. Men also dominated byline coverage and were solicited for comment more often than were women. In general, local newspapers covered women in the same format as the national newspapers, limiting coverage of females to photos, bylines, portrayed roles and location. Although positive changes have been made for women in a variety of areas such as bylines, photographs, solicitation for comment, and coverage on the front page in relation to the national level, these changes are slight and still do not reflect the roles of women in contemporary society. Women still tend to be seen playing the roles of socialite and entertainer,

despite their advances in professional occupations and political office. Research in this area should continue to see how newspapers are keeping up with the changing face of society. (Contains 18 references.) (Author/TB)

**ED 380 830** CS 508 851

Voight, Philip A. Ward, Courtney E.

**Liability Implications of Forensic Program Administration.**

Pub Date—Nov 94

Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administration, \*Administrators, \*College Programs, \*Debate, Higher Education, Language Usage, \*Legal Responsibility, Persuasive Discourse, Speech Communication, Undergraduate Students

Identifiers—Debate Tournaments

Forensics program administration raises a number of troubling liability concerns. The potential liability exposure of forensics administrators may vastly exceed the litigation risks that arise as a result of ordinary teaching duties. Potential liability exposure may result from the failure of program directors to act in accordance with college or university rules or procedures, state or local laws and regulations, or the non-codified mandates that have been adopted by particular forensics squads. A number of forensics educators have called attention to troubling questions such as the use of gender-biased language in speech and debate rounds, and the relative under-representation of female directors of forensics. In this area, peer harassment is pernicious and much more common than faculty-to-student harassment. Further, the great demands that tournament participation requires of students—missed classes, deadlines, etc.—raise possible claims for educational malpractice by students against coaches. These claims might be based on a failure to establish and enforce squad academic standards and requirements. Additional concerns arise with respect to use of alcohol and drugs by students, especially while attending forensics tournaments. Also, several highly publicized cases have heightened the awareness of copyright issues on campus. A central tenet that runs through this research is that program directors should be proactive, and should know and understand the policies and regulations of their own institutions. (Contains 32 notes.) (TB)

**ED 380 831** CS 508 852

Medoff, Norman J.

**Communicating on Different Non-Level Playing Fields: Mixing Journalism with Communication Studies and/or Electronic Media.**

Pub Date—Nov 94

Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administration, Administrator Attitudes, \*College Programs, Higher Education, Journalism, \*Journalism Education, Mass Media, Politics, Speech Communication

Identifiers—\*Media Education

Some college administrators have used the recession of the late 1980s and early 1990s to make program cuts that they have wanted to make all along for political or personal reasons. The mission statements of universities often are general enough to allow much interpretation and interpolation. If a statement calls for communication skills, administrators may see both written and oral skills as the domain of the English department—a staple in the liberal arts program. Among the hardest hit have been vocational programs like journalism, which at some universities has been either merged with communication departments or eliminated altogether. To combat the negative stigma of journalism programs, there are a number of things that scholars in that field can do. One method that has been successful in many schools has been the hybrid degree program that combines journalism courses, communication courses, and courses from a discipline outside the communication program. The advantages of these merged programs are obvious: first, to open a dialogue between journalism and other disciplines, especially those in the liberal arts;

second, to share students with less popular programs like philosophy. Further when programs are actually merged into the same department, administrators should arrange office space and programs so as to encourage intermingling between faculty. Efforts must be made also to fully merge the curriculums. (TB)

**ED 380 832** CS 508 853

Higgins, Mary Anne

**Crisis in Community: Conflicting Values, Competing Voices.**

Pub Date—Nov 94

Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Communication (Thought Transfer), Conflict, \*Graduate Students, Higher Education, Professional Recognition, \*Quality of Life, Social Background, \*Social Class, \*Social Differences

Identifiers—\*Academic Discourse Communities, Faculty Attitudes, Institutional Practices

In "Working-Class Women in the Academy," Laura Weaver explains how her working class background affected the attitudes she developed toward members and the elements of the middle-class academy. Weaver says she considers education a privilege, something that must be earned. She holds a particular empathy for working-class students who know that education is not something they can take for granted. Her experience has sensitized her to the importance that members of the academy attach to socioeconomic and educational background. For scholars specializing in communication studies, the sense of conflict in the academy is strong. Michelle Tokarczyk and Elizabeth Fay, editors of "Working-Class Women in the Academy," contend that institutional values become discriminatory when they require working-class women to assume a hefty financial burden and maintain a facade of financial well being. Tokarczyk recounts several personal stories about anxiety: anxiety about graduate school expenses, the job search, and an empty refrigerator. After struggling to complete her education, Tokarczyk found it doubly difficult to meet living expenses because she had monthly loan payments to make. During her job-hunting days, Tokarczyk had to apply for food stamps to defray the costs of dressing for success and interviewing for positions. These women face a crisis in community. In order to become part of the academy, they are asked to shoulder unreasonable financial burdens and at the same time to reject a value system with which they grew up. (TB)

**ED 380 833** CS 508 854

Strother, Karen E.

**Livia' Phat on the "Cool Tip": Hip Hop Rhetoric—the Language of the Muted Group.**

Pub Date—19 Nov 94

Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994). Pub Type—Reports — Evaluative (142) — Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Black Culture, \*Black Youth, \*Cultural Context, Higher Education, \*Language Role, \*Language Styles, Popular Culture, Subcultures

Identifiers—African Americans, \*Hip Hop Generation, \*Rhetorical Stance

Hip hop rhetoric is a cultural language used by a majority of African Americans, and some European Americans. This type of rhetoric has the ability to change meaning, to eliminate negative messages, and to code language that can only be used by the group who understands its meaning. This style should be of concern to scholars in the field of communication since they study the process of information exchange. The 1990s has made it most intriguing to culturalize music, media, clothing, cuisine, hair styles and literature, but strangely, education has missed the boat. Multiculturalism and issues concerning diversity are not given the attention they should have in educational systems. The differences in language styles need to be recognized along with standard English especially since the color of America's college classrooms is changing. When educators teach their students the fundamentals of public speaking, should they view "compe-

tence" from a traditional Eurocentric perspective or should they encourage their students to use those strategies that best articulate their own experience? If hip hop is a form of language used by youth to identify themselves, then the next logical step for communication scholars is to identify the reasons why coded language exists in the first place. Hip hop can and will bridge standard English and the Black vernacular together as a logical step towards multicultural understanding. Contains 29 references. (TB)

**ED 380 834** CS 508 855

Strother, Karen E.

**Like Invisible Black Dots Just Visible Enough for Us To Be Invisible: African American Women's Interpretation of 90210.**

Pub Date—20 Nov 94

Note—29p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994). Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Blacks, College Students, Cultural Context, \*Females, Higher Education, \*Mass Media Use, Popular Culture, \*Racial Differences, Racial Identification, \*Television Viewing

Identifiers—\*African Americans, \*Beverly Hills 90210, Ohio State University

A study examined how African American women construct meaning in the television show "Beverly Hills 90210." The analysis was to examine how women of color decode and negotiate one of the most popular youth-oriented Eurocentric television shows—one in which none of the regular cast members are of African-American descent. Methodology was largely ethnographic. It consisted of observing five black college women watching the show in a residence hall on the Ohio State University campus, and then of in-depth interviewing of the same five women. Results showed that the women read the television show in a way directly opposed to that of the reading preferred by the dominant ideology. Although they do not see themselves represented in the show, there is still an identity that is important to them to know about since everyone else watches the show. The oppositional reading allows these viewers to have a bird's eye view of the fantasy that the women on the show live through, while still appreciating their own strengths as strong African-American women. They do not watch the show to confirm their identities; they watch it as entertainment and as members of a residence hall. Therefore, they are less likely to buy into everything that is presented to them in every scene. They can separate the fantasy from the "real" life experiences that they go through everyday. What it means to an African-American woman to watch 90210 is essentially the same thing it means to live their own real lives as a minority in a white society. (TB)

**ED 380 835** CS 508 856

Flotos, Anne

**Teaching Directing as Seen through the Major Textbooks, 1920-1989.**

Pub Date—Nov 94

Note—16p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994). Pub Type—Speeches/Meeting Papers (150) — Reports — Evaluative (142) — Historical Materials (060)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational History, Higher Education, \*Production Techniques, \*Textbook Content, Textbook Research, \*Theater Arts

Identifiers—Curriculum Emphases, \*Directing (Theater), Historical Background, Theater History

An overview of the textbooks for teaching directing from the 1920s through the 1980s reveals several trends in how directing has been taught. The books published before World War II indicate that classes were intended for the director of community theater and school productions. All aspects of play production are included, such as techniques of acting, lighting, and scene design. The terminology in the 1920s and 1930s was not yet standardized. Although many of the books acknowledge the artistic component of the director's work, the advice and rules in the books are very prescriptive and mechanical, leaving little room for flexibility and interpretation. Four periods of development are usually identified in the rehearsal process: script analysis,

blocking, character development, and final polishing. With an increase in college enrollment generally and a growth also in the number of schools offering M.F.A. degrees, directing becomes increasingly to be acknowledged as an art form. Once people begin to question the function of the director, there is a trend toward increasing theory and experimentation in directing, as evidenced in the textbooks of the 1960s, 1970s, and 1980s. There is no longer a sense of a right or wrong approach; instead, there is a movement toward developing an individual style. Authors choose their own emphasis within the textbooks. For example, J. H. Clay and D. Krempel focus on the director's vision while F. Hodge emphasizes the director as communicator. (Includes 32 notes and 3 tables of data.) (TB)

**ED 380 836** CS 508 857  
Griggs, John W.

**Building Community: Facilitating Communication within a Multi-disciplinary Department.**

Pub Date—Nov 94

Note—14p; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994). Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Case Studies, \*College Administration, \*Communication (Thought Transfer), \*Community Colleges, \*Department Heads, Higher Education, Interdisciplinary Approach, Politics of Education

Identifiers—\*Faculty Attitudes, \*Glendale Community College AZ

At Glendale Community College in Arizona, speech and theater formed one department before it was merged, for organizational and budgetary reasons, with the music department. In 1989, this combined department was again merged with another, this time the foreign language and sign language department. To many faculty the decision seemed arbitrary and insensitive. Nonetheless, the common denominator among the departments of student and aesthetic production of human communication in all of its potential manifestations was undeniable. The first chair of this division was a woman from the speech communication discipline. Her style was truly gentle, caring, and loving; she was an important cohesive force at a difficult time for these various disciplines. For the person who took over as chair afterwards, however, it seemed that a different, more aggressive, less diplomatic style of leadership was called for to build the department. As schisms, feuds and recalcitrance developed among the faculty, actions had to be taken. First, conflicts were taken to a higher, less personal, and more definitive level. Repeated infractions were no longer tolerated. Second, the new chair relied heavily on at least one trusted member of each discipline. Such reliance allowed him to spend time resolving various complaints and difficulties arising throughout the division. (TB)

**ED 380 837** CS 508 858  
Hoff, Marilyn J.

**Building Community: Integrating Communication Curriculum between Courses in Other Disciplines or "Speaking across the Curriculum."**

Pub Date—Nov 94

Note—14p; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994). Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—College Programs, \*Communication Skills, Higher Education, \*Interdisciplinary Approach, Introductory Courses, \*Speech Communication, Undergraduate Students

Identifiers—Capstone Programs, Maricopa County Community College District AZ, \*Speaking across the Curriculum

Colleges across the nation have long been investigating the need for an oral communication component in the graduation requirements. Hence the question: should communication departments in colleges and universities advocate "speaking across the curriculum"? If the objective of education is to graduate people who can discover information and share that information with others, then, of course, it makes sense to teach them the aspects of oral communication and require that they apply this in all courses, not just in the communication department. Capstone courses or other courses taught by professors in more than one discipline would be one

means of integrating communication into the larger college curriculum. Such a course is offered at the 10 Maricopa Community Colleges in Arizona. The advantages of a speaking across the curriculum program is that it increases the number of opportunities students have for practicing their oral skills. However, there are disadvantages to such an approach. First, professors in some disciplines, the sciences for instance, do not have the time to work oral communication into their courses. Second, some professors simply do not have the skills to teach oral communication, having never taken so much as one speech class in their careers. Third, speech practice in every class could be redundant. Fourth, "speaking across the curriculum" opens the door to a line of thinking that assumes anyone can teach communication and therefore raises questions about whether a basic communication course needs to be taught at all. (TB)

**ED 380 838** CS 508 859

Pearlstein, Allan

**News Media in the Courtroom: Free Press or Fair Trial.**

Pub Date—94

Note—21p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Court Judges, Freedom of Information, Higher Education, Information Sources, \*Journalism, Juries, \*Mass Media, \*Mass Media Effects, \*Mass Media Role, Public Opinion, Research Needs

Identifiers—\*Criminal Justice System, \*Supreme Court

The news media's interaction with the criminal justice system and the public—specifically, whether or not the news media's presence inside and outside the courtroom affects a defendant's right to a fair trial—is examined. In 1965, Dr. Sam Sheppard was convicted for the murder of his pregnant wife in their Cleveland suburban home. Since this case received an enormous amount of pretrial publicity, the U.S. Supreme Court ruled that Dr. Sheppard's Sixth Amendment rights were violated and overturned the trial court's decision. Then, in the 1970s and 1980s, the Supreme Court began focusing more on the media's First Amendment rights. In *Richmond Newspapers v. Virginia*, the Supreme Court ruled that for a courtroom to be closed, the trial judge must provide substantial proof showing that the defendant's right to a fair trial would be compromised by the media's presence. The Supreme Court, however, never set a standard that trial judges must follow: trial judges were left to their own best judgment. Experiments conducted by Roberts and Doob (1990), Moral and Cutler (1991) and Riedel (1993), show that pretrial publicity "can" affect a potential juror's or judge's decision. However, Davis' (1986) and part of Riedel's (1993) experiment revealed that potential jurors are able to set aside pretrial publicity and render a verdict on the evidence presented. This dichotomy shows that further research needs to be done, and that research should involve "actual trial participants" instead of "simulated trial participants." (Contains 17 references.) (Author/TB)

**ED 380 839** CS 508 860

Emmers, Tara M. Allen, Mike

**Resistance to Sexual Coercion Behaviors: A Meta-Analysis.**

Pub Date—Feb 95

Note—30p; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Information Analyses (070)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—College Students, Communication Research, Higher Education, \*Interpersonal Communication, Rape, \*Resistance (Psychology), \*Sex Differences, \*Sex Role, Sex Stereotypes, \*Sexual Harassment, Sexuality

Identifiers—\*Coercive Behavior, Communication Behavior, \*Communication Strategies

Both men and women are faced with relational situations in which sexually coercive behaviors are exercised. Because various studies offer mixed findings, a study utilized meta-analysis to compare men's and women's resistance to sexual coercion. Literature for the investigation was compiled from computer searches using key words such as "sexual coercion," "sexual aggression" and sexual resistance." Data bases searched included Psychlit,

ERIC, Dissertation Abstracts and ALICE. Results indicated that men and women do not significantly differ in overall strategy usage and in verbal resistance behaviors. Men and women, however, do differ in physical resistance strategies, such that women engage in physical resistance to sexual coercion more often than men do. Possible reasons for this finding may be that women have fewer effective resistance choices available to them in sexually coercive situations. The lack of women's choice may be due to many men's belief that they have a right to sex. Moreover, women who engage in token resistance and/or are perceived by men as exercising token resistance as opposed to genuine resistance may only be adding equivocality to the potential sexual situation. The central issue of this study—how men and women differ in their strategies of sexual resistance—is very important to those undertaking educational programs on college campuses in response to incidents of sexual harassment. (Contains 2 tables and 50 references.) (TB)

**ED 380 840** CS 508 861

Thompson, David Russell

**The Digital Daily: How Will Readers React?**

Pub Date—Mar 95

Note—27p; Paper presented at the Meeting of the Association for Education in Journalism and Mass Communication, Southeast Colloquium (Gainesville, FL, March 9-11, 1995).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*Computer Attitudes, Computers, Higher Education, \*Information Dissemination, \*Journalism, Man Machine Systems, \*Mass Media, \*Mass Media Role, \*Newspapers, Surveys, Television, Undergraduate Students

Identifiers—Technological Adaptability

As publishers make the transition from ink-on-paper to digitalized messages, researchers must ask whether the system is the solution. Are there advantages to presenting newspaper content on computers? Or do people prefer to handle paper? A study reported subjects' self-report responses regarding interface between people (experimental subjects) and modality (paper, computer, multimedia). Each of the 75 subjects participating in the study were given questionnaires to rate their responses to the different media. Fifty-five of the participants were U.S. undergraduate students enrolled in journalism classes. Twenty subjects were university library employees, recruited as "expert" searchers. The study revealed significant effects for interestingness, pleasantness, image interestingness, and image pleasantness as a function of modality. For each of these measures, multimedia was rated the highest, followed by computer and paper. Although the study did not address memory, the results suggest that the primacy of print theory may be losing its predictive power. No effect was found for text as a function of modality. Perhaps perceived differences between modalities are diminishing. Further research might confirm this suggestion. Researchers may begin to notice less and less cognitive and behavioral resistance to computerized information delivery systems. And they may notice more resistance to ink-on-paper. To meet such evolving expectations, researchers and newspaper professionals may apply results of this study to design effective interactive multimedia systems and content. (Seven figures and two data tables are included. Contains 53 references.) (TB)

**ED 380 841** CS 508 862

Cooke, Peggy

**How Sojourner Students Cope: When Perceptions of Teachers Don't Match Expectations.**

Pub Date—Feb 95

Note—25p; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Culture Conflict, \*Foreign Students, Higher Education, \*Interpersonal Communication, \*Student Attitudes, \*Student Needs, Student Reaction, Teacher Behavior, \*Teacher Student Relationship

Identifiers—Sojourners, \*Student Expectations

Students who traveled to the United States to study ("student sojourners") were asked in a study to describe their initial expectations of teacher communication. Three research questions were probed: (1) Do student sojourners have articulated expecta-

tions and norms for teacher communication? (2) Do student sojourners experience violations of their expectations for teacher communication? (3) How do student sojourners respond to violations of their expectations for teacher communication? Ten sojourners (four females and six males) from Canada, China, Croatia, Finland, Germany, India, Malaysia, Mexico, Poland, and Taiwan participated. Results showed that student sojourners' expectations did play a role in their experiences in the United States. However, it was not their expectations for teacher communication that were critical. In response to question one, students felt more concerned about expectations of themselves than of their teachers. In response to question two, students said they did feel "violated" but they attributed such feelings to unmet expectations for self or for some relationship. In response to question three, students did not make any comments about how a teacher should communicate. They seemed to take a case-by-case approach for assessing teachers. (Contains 25 references.) (TB)

ED 380 84C CS 508 863

Bourland, Pamela G. And Others

**Public Relations Internships and Student Teaching: A Cross-Disciplinary Analogical Criticism.**

Pub Date—Nov 94

Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Higher Education, Interdisciplinary Approach, \*Internship Programs, \*Preservice Teacher Education, \*Public Relations, Student Teachers, Student Teacher Supervisors, Teacher Interns, Undergraduate Students

Identifiers—Analogical Reasoning

As the public relations industry changes, so should public relations courses and their content. These changes especially are important for internship programs, which should be subject to periodic assessment and modifications. Crucial questions concerning internships include: (1) What kind of credit should be given to students, faculty and site supervisors? (2) What are the criteria for internships and for becoming an internship site? (3) What are the evaluation criteria? and (4) What are the roles and relationships of the faculty and site supervisors with each other and with the intern? To answer these questions, an analogical critical method was employed to compare and contrast an existing public relations internship program at a mid-sized university in the southeastern United States with a student teaching program in the education department. Similarities in the two programs included the objectives, the relationships of the parties involved, credit, evaluation, and screening. Differences involved the extent of student participation and evaluation, the type of evaluation, and the benefits afforded the supervisors whether academic or professional. Findings suggest that: (1) a campaigns class could serve as the public relations version of a block course or capstone course—it could be a requirement for an internship completed for course credit; and (2) another form of block—an internship or professional experience training component—could be integrated into the curriculum as a separate course or adjunct to another class. Many site supervisors recommend some sort of practical training for students who arrive with little sense of basic office skills or protocol. This training component could include application and interviewing procedures as well. Other suggestions relate to formalizing internship procedures. (Contains 20 references.) (TB)

ED 380 843 CS 508 864

Leidman, Mary Beth

**Views of News in the Middle East.**

Pub Date—Mar 94

Note—10p.; Paper presented at the Annual Broadcast Education Association National Convention (39th, Las Vegas, NV, March 18-21, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Audience Awareness, \*Broadcast Journalism, \*Cross Cultural Studies, Foreign Countries, Government Role, Higher Education, Mass Media Role, Media Research, Middle Eastern Studies, Programming (Broadcast), \*Propaganda, Television, Television Viewing

Identifiers—English as an International Language,

\*Israel, \*Media Coverage, Media Government Relationship, Middle East

In 1992, a communications researcher had the opportunity to spend seven months as a visiting professor at the University of Haifa in Israel. From the standpoint of an observer of media coverage, the timing and location of her stay was fortuitous. Israelis were conducting an election off schedule, and at the same time the United States was conducting its primaries. These activities were observed from an apartment on the top of Mt. Carmel, a point from which seven television channels could be picked up: two from Israel, two from Syria, two from Jordan, and one from Lebanon. All of the television organizations were tied into or completely governmentally sponsored. The news, in other words, appeared to be, regardless of language or place of origination, an instrument of propaganda traveling free of border restrictions. Several generalizations can be made about the stations: (1) all countries in the region broadcast some of their entertainment programming in English; (2) all countries broadcast news in their native language and in either Hebrew or Arabic; (3) news programs were set up in a counter programming pattern that allowed native speakers to watch news at a variety of times on different national systems. There was also television news coverage in English, usually via CNN. Descriptions of particular programs in the area brings home the conclusion that the entire area is a bevy of propaganda but that the rich flow of information across borders allows for glimpses of reality. (Contains three references.) (TB)

ED 380 844 CS 508 865

Krupar, Karen R. Smith, N. Richmond

**Reminiscence Activity and Increased Communication Interaction among Cognitively Disabled Elderly Women.**

Pub Date—Nov 94

Note—24p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994). Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alzheimer's Disease, Attitude Change, \*Communication (Thought Transfer), Communication Research, Ethnography, \*Females, Neurological Impairments, Nursing Homes, \*Older Adults, \*Reminiscence, \*Social Cognition, \*Social Development

Identifiers—\*Communication Strategies, Life Experience Studies

Designed as the first phase of a larger project to explore the relationships between the possible impact of reminiscence on memory deterioration in elderly women confined to nursing home environments, a study demonstrated that reminiscence activity is positively correlated with increases in communication interactions. Women were chosen as the target sample population because they comprise the largest single grouping currently residing in nursing home facilities. The methodology chosen was a one-to-one reminiscence activity between the elderly subject and a trained facilitator who had 12 years of experience as an activities director in several large nursing homes. Participants (n=12) met with a trained facilitator on three occasions over a 5-week period. Session one encouraged discussion of a favorite vacation or travel experience; session two encouraged discussion of a favorite pet or experience with animals; session three encouraged discussion of favorite dances, parties or other kinds of entertainment. In general, there was an overall increase in the amount, frequency, and length of interactions both initiated and maintained by the subjects in the study. All subjects demonstrated an increase in their willingness to interact with each other, staff members, volunteers, and relatives. For example, five of the subjects were slower to initiate interaction; they represented the most cognitively impaired, two being in the beginning stages of Alzheimer's disease. In two other cases, the increase in social activity was remarkable. Previously unwilling to leave their rooms, they eagerly sought out others and insisted on participating in programmed activities. (Contains 38 references.) (TB)

ED 380 845 CS 508 866

Hauser, Gerard A.

**Gearing-up for Change: Reflections on Caring Choice in a Perilous World.**

Pub Date—Feb 95

Note—13p.; Paper presented at the Annual Meeting of the Western States Communication Associ-

ation (Portland, OR, February 10-14, 1995).

Pub Type—Speeches/Meeting Papers (150) —

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Communication (Thought Transfer), \*Critical Thinking, \*Futures (of Society), Higher Education, \*Social Change, \*Student Needs, Technological Advancement, \*Undergraduate Students, World Affairs

Identifiers—Message Perception

Undergraduates majoring in communication often earn their degrees without a clear sense of the intellectual skills they have developed after four years. However, there are skills that every communication major should have acquired by the time he or she graduates. Each should have learned how to design and present messages in a variety of settings ranging from face-to-face to the public podium. Each should have learned basic concepts of communication theory and rhetorical theory that will permit him or her to make a basic analysis of communication transactions in a variety of settings. Finally, their studies should have prepared them to think critically and creatively about messages, so that they can make intelligent suggestions for message-design strategies that address the problems or rhetorical situations they encounter in their careers, in their lives as citizens, and as private individuals. Further, some of the individual traits that will allow today's students to meet the rapid developments in the field of communication would include the following elements. First, students must be equipped with "change-thinking." This means they must be prepared to think about change and to think within a context of change. Second, students must be capable of "global thinking"—they must be aware of international interests. Finally, they must be equipped with "moral thinking"—they must be concerned about individual people's lives. (TB)

ED 380 846 CS 508 867

Myers, Scott A.

**Student Perceptions of Instructors' Affinity-Seeking Behavior and Classroom Climate: How They See What We Do.**

Pub Date—Nov 94

Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).

Pub Type—Reports - Research (143) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Classroom Communication, Higher Education, \*Introductory Courses, \*Speech Communication, Teacher Student Relationship, \*Teaching Methods, \*Teaching Styles, Trust (Psychology)

Identifiers—\*Affinity Seeking Strategies, \*Student Perceptions of Teacher

A study explored student perceptions of how instructors of the speech communication basic course utilize affinity-seeking strategies to establish a communication climate in the classroom. Subjects were 147 undergraduate students enrolled in the basic course at a large midwestern university. Each subject was asked to complete two instruments: (1) the affinity-seeking strategy scale modified by J. C. McCroskey and L. L. McCroskey (1986); and (2) the Communication Climate Questionnaire (E. R. Hays 1970). Results indicated that a significant relationship exists between the perceived use of affinity-seeking strategies and the establishment of classroom communication climate. Students who perceived a positive communication climate reported a more frequent use of affinity-seeking strategies by their instructors. It was discovered that basic course instructors utilize 19 of the 25 affinity-seeking strategies, but rarely use the strategies of concede control, inclusion of others, influence perceptions of closeness, openness, reward association, and self-inclusion. Trustworthiness emerged as the most significant predictor of classroom climate. This indicates, perhaps, that teacher credibility is an important factor in student perceptions of the formation of classroom climate. Students who trust their instructors are invariably more likely to perceive other positive attributes as well. (Contains 33 references and three tables of data.) (Author/TB)

ED 380 847 CS 508 868

Sensenbaugh, Roger

**How Effective Communication Can Enhance Teaching at the College Level. ERIC Digest.**

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Report No.—EDO-CS-95-05

Pub Date—95

Contract—RR93002011

Note—4p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Communication, College Students, Communication Research, \*Communication Skills, Higher Education, Literature Reviews, Sex Differences, \*Student Attitudes, Student Reaction, \*Teacher Effectiveness, Teacher Student Relationship, \*Teaching Assistants, Teaching Skills

Identifiers—\*Communication Behavior, ERIC Digests, Teacher Immediacy

This digest focuses on verbal and nonverbal communication behaviors in the college classroom. The digest reviews research on the kinds of behaviors instructors, many of whom are graduate teaching assistants (GTAs), exhibit, and students' reactions to and attitudes about those behaviors. The digest also reviews research on teacher immediacy behaviors, differences in students' attitudes based on their gender and the gender of their instructors, and training methods for GTAs. (RS)

ED 380 848

CS 508 872

Mackey-Kallis, Susan

Teaching a "Commitment to a Competent Rhetoric" in the Speech Communication Classroom.

Pub Date—Nov 94

Note—41p; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Techniques, Critical Theory, Higher Education, High Schools, \*Rhetorical Theory, \*Speech Communication, Theory Practice Relationship

Identifiers—\*Rhetorical Strategies, Teacher Commitment

Following J. Sprague's (1992) call to reevaluate instructional communication theory and practice in light of critical theory and Sprague's (1993) call for a more engaged form of discipline-specific pedagogy, this paper responds with a reevaluation of speech communication education in light of rhetorical theory. The paper argues that speech educators need to return to their disciplinary roots to once again teach students both how and why to become articulate citizen-critics and citizen-speakers. This is made possible, in part, by teaching a "commitment to a competent rhetoric," (Hauser and Blair, 1983), a rhetoric that is: intentional, situational, practical, critical, political/transformational, and urgent. The paper discusses the problematic turn in speech pedagogy that has divided rhetorical theory from pedagogical practice, explores the implications of this division, defines and explains "commitment to a competent rhetoric" and concludes with specific rhetorical/pedagogical strategies that might foster a commitment to a competent rhetoric in the high school and college classroom. Contains 44 references and 3 notes. (Author/RS)

ED 380 849

CS 508 875

Dixon, Marcia D.

Directing Associate Faculty: A Rich Resource for the Basic Course.

Pub Date—Nov 94

Note—36p; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adjunct Faculty, \*Faculty Development, Faculty Evaluation, Grading, Higher Education, \*Introductory Courses, \*Speech Communication, Student Evaluation of Teacher Performance

Identifiers—Faculty Attitudes, Indiana Univ Purdue Univ at Fort Wayne, Teacher Surveys

This paper presents a chronological guide (from hiring to evaluating) in directing associate faculty in communication studies. The paper reviews the small

amount of research and advice published in this area. It discusses hiring and orienting associate faculty, standardization of the basic course in speech communication, and empowering, developing, and evaluating associate faculty. The paper draws on the personal experience of an associate faculty member and basic course director along with the results of a survey of associate faculty in the communication department at Indiana-Purdue University at Fort Wayne, which indicated that associate faculty did not grade significantly "easier" than regular faculty. Contains 11 references. A sample student evaluation form and an associate faculty survey are attached. (RS)

ED 380 850

CS 508 876

Stull, James R. Von Till, Beth

Hofstede's Dimensions of Culture as Measurements of Student Ethnocentrism: A Quasi-Experimental Study.

Pub Date—Feb 95

Note—38p; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitude Measures, Communication Research, Comparative Analysis, Cultural Differences, \*Cultural Traits, \*Ethnocentrism, Higher Education, Sex Differences, \*Student Attitudes

Identifiers—Cultural Studies, Hofstede (Geert), San Jose State University CA

A study measured student agreement or disagreement with statements related to G. Hofstede's dimensions of culture and compares those responses with various cultural characteristics of the respondents. A 40-item Likert-type questionnaire was administered to 535 university students (301 females, 234 males) enrolled in business and communication studies classes (Spring 1992 through Spring 1993) at San Jose State University. The questionnaire compared their responses to items reflecting Hofstede's dimensions of national culture (power distance, uncertainty avoidance, individualism/collectivism, and masculinity/femininity) with birthplace, number of family generations born in the United States, languages spoken, culture identified with, exposure through living in another culture, travel, and academic study of culture. Results indicated that: (1) both males and females agreed with statements representing all variables except high power distance, where both groups disagreed; (2) significant differences were found in five of the eight variables between those respondents living in the United States more than 20 years and those respondents falling into other groups; (3) significant differences were found in every category regarding birthplace; (4) those raised in the United States agreed more with individualism statements than those raised elsewhere; (5) students who spoke a language other than English at home agreed with students who did speak English at home in many statement categories; and (6) those with a course in cross-cultural relations agreed less with collectivism statements than those without such a course. Findings suggest that students appear to possess the skills necessary for survival in the corporate world. (The Von Till-Stull Attitude Survey, and 13 tables of data are attached.) (RS)

ED 380 851

CS 508 877

Marsh, David

Minimalism vs. Maximalism in Intercultural Research and Training.

Pub Date—Jul 94

Note—28p; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication Problems, \*Communication Research, Cross Cultural Training, Cultural Influences, Ethnocentrism, Higher Education, \*Intercultural Communication, Research Needs

Identifiers—\*Communication Behavior, Cultural Studies

Like Antarctica, the fields of cross- and intercultural communication are claimed by many, explored by not so many, and understood by perhaps rather few. The most popular references in this area reflect

a "maximalist" perspective, generally cross-cultural, which advocates the view that culture is a monolithic and static entity and that people's culture will largely determine their way of interacting with others. A "minimalist" perspective, largely intercultural, allows a greater focus to be placed on the individual and the situation. In their pursuit of descriptions of socio-cultural knowledge in intercultural communication, researchers from different disciplines have approached the area from different angles and some may have fallen victim to myopia resulting from ethnocentricity and ideological self-fulfillment. Four broadly delimited fields characterize present research interests: communication science, social psychology, anthropological linguistics, and sociolinguistics. The pursuit of problem identification and the desire to forward means for problem solution have resulted in a heavy focus on communication breakdown as opposed to communication success. Researchers are faced with a dilemma—they must deal with and explain systematic intercultural differences, but they also have to study each interaction as a separate achievement on its own. Situational adaptability is a means to raise the level of intercultural communication to a higher level of empirical validation and relevance to real people in a real world. An approach to intercultural communication as pertaining to situational parameters is both overdue and promising. (Contains 70 references.) (Author/RS)

ED 380 852

CS 508 879

Bude, Robert A.

Mahatma Gandhi's Theory of Nonviolent Communication.

Pub Date—Feb 95

Note—56p; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Communication Research, Higher Education, \*Interpersonal Communication, \*Nonverbal Communication, \*Speech Acts, Theories, \*Verbal Communication, \*Violence

Identifiers—\*Communication Context, \*Gandhi (Mahatma), \*Nonviolence, Peace Education

In this paper, an attempt is made to reveal from Gandhi's thoughts, life, and work a nonviolent communication theory. The revelation of such a theory of nonviolent communication has the potential to add substantially to the understanding of what may bring about greater communal harmony in a variety of communication contexts, and the ability to educate persons about what constitutes peaceful and nonviolent communication and relationships. While no communication theorists, ancient or contemporary, specifically state that nonviolent speech and acts are central to their theories of communication, Mahatma Gandhi's thoughts, life, work, and his views on nonviolent communication make a contribution to communication theory. Gandhi did not specifically state he had a nonviolent communication theory; indeed, he denied being a theorist. He was an activist. The nonviolent communication theory consists of four theoretical units: (1) nonviolent speech and action; (2) maintenance of relationships and enrichment of personhood; (3) openness; and (4) flexibility. To carry these units further: Gandhi predicted that from violent communications harm would result, and that nonviolent communication contributes to the maintenance of peaceful relationships and to the enrichment of personhood. The theory of nonviolent communication recommends means (flexibility and openness) of achieving the end. The widespread utility of the theory of nonviolent communication seems to be useful for peace educators to consider as they continue to stress the importance of nonviolence in communication situations. (Contains 160 notes.) (RS)

ED 380 853

CS 508 880

Sproule, J. Michael

Toward a History of the Field: The Fall of Political Criticism in Communication in the 1930s and 1940s and the Rise of Science.

Pub Date—Nov 94

Note—11p; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

**Descriptors**—\*Communication (Thought Transfer), Higher Education, \*Intellectual Disciplines, Mass Media, Scholarship  
**Identifiers**—Academic Discourse Communities, \*Communication History, Historical Background, \*Muckraking

The fissures, if not chasms, between two recently published histories of the field of communication demonstrate that teachers/scholars of communication lack an agreed-upon recollection of their social and intellectual origins. The influence of muckrakers has been so great that, paradoxically, they seem easy to ignore in constructing a history of the academic field of communication. The muckrakers updated the 19th-century practice of the sensational expose, married this practice to mass media, and set in motion a method to diffuse the progressive reform movement of the early 20th century. Popular muckraking directly influenced the academic study of communication. American academic propaganda critique was extinguished by social and intellectual conditions attending World War II. Popular and academic criticisms of the Vietnam War reached back to propaganda analysis and to the muckraking tradition. Although the muckraking spirit animated the revival of social critique in the 1960s and 1970s, there is some tendency in the 1990s to replay the extinguishing of progressive propaganda critique of the 1940s. One of the most persistent myths in the history of academic communication study is the "Four Founders" thesis of Wilbur Schramm. The thesis was not initially presented as "history" but rather as an idealized prescription for the future of academic communication study. Although labeling the Four Founders thesis as myth, a recent history of the field essentially reanimates the thesis by focusing on four of six individuals who enjoy chapter-length treatment as key players in the growth of communication study. (RS)

**ED 380 854** CS 508 881

*Ford-Ahmed, Trevellia And Others*  
**Bodies Bonded by Temporality: Surviving Ethnic Prejudice in a Majority Host Institution.**

Pub Date—Nov 94

Note—29p; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).  
 Pub Type—Speeches/Meeting Papers (150) — Reports — Evaluative (142)

**EDRS Price** - MF01/PC02 Plus Postage.

**Descriptors**—\*Black Students, Communication Research, Cultural Context, \*Graduate Students, \*Higher Education, \*Institutional Environment, Interviews, Majority Attitudes, Minority Groups, \*Racial Bias, Racial Discrimination, \*Student Attitudes

**Identifiers**—\*African Americans, Communication Strategies, Thematic Analysis

This paper represents a phenomenological approach to studying the lived experiences of nine African American graduate students. By outlining a step-by-step process, the paper demonstrates how in-depth interviews with narrators can help to reveal the essential structure of the phenomenon of prejudice. Following the process of thematic reduction, the paper analyzed revelatory phrases of the students for themes which arranged themselves in a natural order to provide examples, consequences, and strategies for dealing with ethnic prejudice in a majority host institution. Contains 46 references. (Author/RS)

## EA

**ED 380 855** EA 026 476

**Program Quality Review Training Materials for Elementary and Middle School Levels. Overhead Transparencies, Readings, Handouts, Samples of Student Work.**

California State Dept. of Education, Sacramento. Office of School Improvement.

Report No.—ISBN-0-8011-1094-7

Pub Date—94

Note—137p.

Available from—Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271 (\$7.50 plus sales tax for California residents; please include the ISBN when ordering).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price** - MF01 Plus Postage. PC Not Available from EDRS.

RIF AUG 1995

**Descriptors**—Curriculum Evaluation, \*Educational Assessment, Educational Cooperation, Elementary Education, \*Evaluation Criteria, Instructional Development, Middle Schools, \*Self Evaluation (Groups), State Curriculum Guides, State Standards, \*Student Evaluation

**Identifiers**—\*California, \*Program Quality Review  
 This guidebook contains training materials to be used by California elementary and middle-level schools in conducting the Program Quality Review (PQR). The PQR process of curriculum self-review enables the school community to focus, through extensive discussion, on how the school's curriculum and instruction can be improved so that all students can be fully engaged in a high-quality thinking, meaning-centered curriculum. Successful PQR processes occur when there is collaboration among the principal, leadership team, consultants, school site council, and district administration. The guidebook contains samples of overhead transparencies, readings, activities, handouts, and student work. (LMI)

**ED 380 856** EA 026 481

**Education for All: Status and Trends, 1994. Basic Education Population and Development.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Education for All Forum Secretariat.

Report No.—ISSN-1020-0908

Pub Date—94

Note—50p; Photographs may not reproduce clearly.

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

**EDRS Price** - MF01/PC02 Plus Postage.

**Descriptors**—Adult Literacy, Birth Rate, \*Developing Nations, \*Educational Trends, Elementary Secondary Education, Employment Patterns, Foreign Countries, Income, Mortality Rate, Overpopulation, \*Population Distribution, \*Population Trends, Rural to Urban Migration, Sex Fairness, \*Socioeconomic Influences

This second issue of "Education for All: Status and Trends" focuses on the interactions between basic education and certain demographic and socioeconomic phenomena. It examines significant correlations between selected indicators and the trends in those indicators over a decade or more. It also presents projections of certain indicators to the year 2000. The introduction examines the impact of population dynamics on basic education, the impact of basic education on population, and the impact of basic education on development. The first section examines the impact of population dynamics on basic education, specifically, school-age population, school dependency ratios, population structure by age group, teacher requirements, the adult illiterate population, and educational finance. Section 2 presents data that illustrate the impact of basic education on population dynamics, including age at first marriage, fertility, child mortality, life expectancy, and rural-urban migration. The third section describes the interaction among basic education, population, and development, specifically, per capita income, employment, agricultural productivity, and reduction of gender inequities. Twenty-one figures and 3 tables present selected educational demographics and socioeconomic indicators for 96 developing countries. Annexes contain a list of countries by geographic region, a glossary, and notes on data. (LMI)

**ED 380 857** EA 026 547

*Furman, Gail Chase*  
**Schools in Community: Implications of a Sociological Framework.**

Pub Date—Oct 94

Note—17p; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price** - MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—Bureaucracy, Community Change, \*Community Involvement, Democratic Values, Educational Sociology, Elementary Secondary Education, Governance, Organizational Change, \*School Community Relationship, \*School Role, Social Change, \*Sociology

The concept of community is receiving much press but little theoretical classification. Sociological theory can provide a deeper theoretical understanding of the concept of community and the role of schools in community, by addressing the underlying

factors that alienate schools from communities. This paper uses the classic Gemeinschaft/Gesellschaft theoretical framework to analyze the role of schools in relation to the community, contemporary tensions surrounding this role, and the implications for policy that follow from this analysis. Several trends throughout the 20th century have eroded the balance between Gemeinschaft and Gesellschaft in the schools—a shift toward more bureaucratic and centralized governance, a move from "natural" to "rational" will, changes in community structure, and the erosion of democratic ideals. A sociological analysis shows that the weakening of school-community links is due to an interaction between changes in the community and changes in the school itself; highlights the qualities and experiences lost through the shift to Gesellschaft; and suggests a direction for action. Ways to pull the school back toward the Gemeinschaft pole include: (1) promote authentic involvement of local community members in school governance; (2) restructure local school-district governance; and (3) confront the discrepancy between the corporate ethic and democratic values. The application of sociological theory to the community issue points to the persistence of community and potentially productive ways for schools to reconnect with it. (Contains 22 references and 2 notes.) (LMI)

**ED 380 858** EA 026 549

*Theobald, Neil D. Ed.*

**The State of School Finance Policy Issues, 1994.**  
 American Educational Research Association, Washington, DC. Fiscal Issues, Policy, and Education Finance Special Interest Group.

Pub Date—94

Note—224p.

Pub Type—Reports - Evaluative (142)

**EDRS Price** - MF01/PC09 Plus Postage.

**Descriptors**—Educational Equity (Finance), \*Educational Finance, Educational Policy, Elementary Secondary Education, Finance Reform, Foreign Countries, State Action, \*State Aid, State Legislation

**Identifiers**—Ontario

This monograph is the third in a series of reports, that provide a state-by-state review of current school-finance policy issues. It analyzes the link between the policy issues and education finance at the national level, in 31 states, and in the province of Ontario, Canada. The report is subdivided by geographic region. Part 1 contains reports from midwestern states; part 2 deals with northeastern states; part 3 reviews states in the South; part 4 is devoted to states in the West; and part 5 addresses the province of Ontario. Each chapter identifies major school-finance policy issues and provides detailed information and analysis as to how the issues are "playing out" in a state or province. The introductory article presents a national overview of school-finance policy issues in the United States. Information is based on a National Center for Education Statistics (NCES) database of school-district finance data for fiscal year 1992. The data show considerable variation in all types of state aid, both within the nation and within states, which is due to geographic differences in costs, state actions, or school district actions. (LMI)

**ED 380 859** EA 026 559

*Maxcy, Spencer J.*

**Democracy, Chaos, and the New School Order.**

Report No.—ISBN-0-8039-6199-5

Pub Date—95

Note—221p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (\$22.95).

Pub Type—Books (010) — Opinion Papers (120)

**EDRS Price** - MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—Critical Theory, Cultural Pluralism, \*Democracy, Democratic Values, \*Educational Change, Educational History, \*Educational Theories, Elementary Secondary Education, Organizational Change, Organizational Theories, School Organization, \*School Restructuring, Social Structure

**Identifiers**—\*Chaos, \*Chaos Theory

This book suggests the adoption of a critical pragmatic approach to the problems of educational change. It offers a set of criticisms by which theories and reform proposals may be judged and tested, and proposes the reconstruction of schools in place of school restructuring. A primary question to be asked is, "How shall social institutions be organized, and to what end?" Chapter 1 outlines the essential

tension in theorizing about schools. It illustrates how the current school-reform dilemma came about, how the frameworks approach to the study of institutions is faulty, and how a nonfoundational notion of organizational inquiry improves on the faults of traditional social science methodological assumptions. Chapter 2 criticizes chaos theory, in particular, attempts to apply chaos theory to the practice of teaching and learning in educational institutions. Chapter 3 discusses the appropriateness of democratic models for school organizations in developed and developing nations. The fourth chapter examines three efforts to restructure schools in Kentucky, Chicago (Illinois), and West Feliciana (Louisiana). These proposals are tested first against a modernist model of integration and then against a postmodern, critical paradigmatic model for educational reform. Chapter 5 explores the pluralistic nature of democracies and raises the question of individual autonomy relative to contemporary fractured democratic states. Three kinds of democratically based pluralistic recommendations are examined. Chapter 6 argues that schools are buoys in a moral sea, that schools in a democratic society must rest on aesthetic and moral-ethical processes, and that the failure of restructuring has resulted from reformers overlooking the polyvalue basis of all patterned social life. The concluding chapter offers possible guides for the reconstruction of school organizations for the 21st century. (Contains 253 references.) (LMI)

**ED 380 860** EA 026 567  
Day, Reed B.

**Legal Issues Surrounding Safe Schools.**  
National Organization on Legal Problems of Education, Topeka, Kans.  
Report No.—ISBN-1-56534-066-3  
Pub Date—94  
Note—90p.

Available from—National Organization on Legal Problems of Education, 3601 S.W. 29th Street, Suite 223, Topeka, KS 66614.

Pub Type—Books (010)—Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**  
Descriptors—\*Compliance (Legal), \*Constitutional Law, \*Court Litigation, Discipline Policy, Drug Use, Due Process, Elementary Secondary Education, Federal Government, Juvenile Gangs, Legal Responsibility, \*School Law, \*School Safety, Search and Seizure, State Government, Student Behavior, \*Student Rights

This handbook provides an overview of legal issues pertaining to the safety of public schools. Following the introduction, chapter 2 describes the governance model and philosophy on which American education is based. Court decisions and federal and state legislation that mandate the right to a safe school are discussed in chapter 3. The fourth chapter offers guidelines for the constitutional adoption of school policy. Chapters 5-9 address the following issues: search and seizure, student discipline, regulation of specific conduct, gangs, and drugs. The concluding chapter contains suggestions for policy language on violence, a sample policy for weapons and metal detectors, and a synopsis of the Anti-Crime Bill's relevance to juveniles and schools. (LMI)

**ED 380 861** EA 026 568  
Guzman, Nadyne

**The Leadership Covenant: Essential Factors for Developing Cooperative Relationships within a Learning Community.**

Pub Date—Oct 94  
Note—25p.; Paper presented at the Leadership and the Liberal Arts Conference (Marietta, OH, October 7-10, 1994).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Collegiality, \*Educational Cooperation, Elementary Secondary Education, Interpersonal Relationship, \*Leadership, \*Leadership Styles, Models, \*Organizational Climate, \*Participative Decision Making  
Identifiers—\*Learning Communities

This paper discusses barriers encountered by leaders when they attempt to implement change and redirect the collective focus in groups. It describes co-creative relationships that occur when leaders and followers work together in a reciprocally responsible relationship based on a common purpose. The process of covenanting toward a common purpose, translating that intention into reality, and

achieving success through the creation of synergistic relationships is foundational to changing individuals and systems. The factors essential to the development of such outcomes are described in a model for organizational and community efficacy. The model is comprised of structural, facilitative, and harmonizing elements. Structural elements include participants, structure, process, experiences, and culture. Facilitative elements are common purpose, communication, change, trust, and ritual. Balance provides the harmonizing elements. A process through which the common good might be identified within a diverse population is summarized. The ultimate responsibility for optimal implementation of the model rests on individual participants. (LMI)

**ED 380 862** EA 026 569  
Guzman, Nadyne

**Systemic Restructuring: Essential Leadership Factors for Successful Inclusive Schools.**

Pub Date—Oct 94  
Note—27p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—Administrator Role, Collegiality, Disabilities, \*Educational Cooperation, Elementary Education, \*Inclusive Schools, \*Leadership, \*Leadership Styles, Mainstreaming, \*Organizational Climate, Organizational Development, Parent Role, Program Development, School Districts, \*School Organization  
Identifiers—\*Colorado

This paper presents findings of a study that examined the leadership factors that emerged during the planning and implementation of a neighborhood schooling program for special education students with mild and moderate handicapping conditions in 12 schools in an urban school district in a community in the southwestern United States. Leadership is defined as a reciprocal, multidirectional, noncoercive influence that involves multiple leaders and followers within a system. Methods involved: (1) surveys of 244 teachers and support staff in 11 of the 12 elementary schools, follow-up surveys in all 12 buildings, and a parent survey; (2) interviews with 11 principals, parent leaders, central office administrators, and the new district superintendent; (3) the development of a teacher focus group; and (4) observation of parent groups and administrators. It is recommended that teachers utilize a trainer-of-trainees model, formalize team building and decision-making structures, and develop individual school plans for communicating issues of inclusion. Principals should offer ongoing structured collegial support and professional-development opportunities and provide specific skills and knowledge training. It is advised that central office administrators be included on building teams and participate in the daily reality of the schools. (LMI)

**ED 380 863** EA 026 570  
Guzman, Nadyne Schofield, Rod

**Systemic Restructuring for Successful Inclusive Schools: Leadership and a Collaborative Evaluation Model.**

Pub Date—Feb 95  
Note—41p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 10-13, 1995).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—Disabilities, \*Educational Cooperation, Elementary Education, \*Inclusive Schools, Leadership, Mainstreaming, \*Organizational Change, \*Organizational Development, Program Development, Program Implementation, Regular and Special Education Relationship, \*School Organization, Special Education, Special Needs Students  
Identifiers—\*Colorado

This paper describes the development of an inclusive special education program in 12 elementary schools in an urban Colorado school district. Specifically, the study examined the role of leadership in program implementation. Leadership is defined as a reciprocal, multidirectional, noncoercive influence that involves multiple leaders and followers within a system. Methods included: (1) surveys of 244 teachers and support staff in 11 of the 12 schools, follow-up surveys in all 12 buildings, and a parent

survey; (2) interviews with the 11 principals, parent leaders, central office administrators, and the new district superintendent; (3) the development of a teacher focus group; and (4) observation of parent groups and administrators. The school district, in response to recommendations, provided skill training for classroom teachers and support personnel that focused on responding to special-needs students, beginning with behavioral challenges. It also provided skill training in collaboration and communication, initiated team-building activities in each school, and began discussions of issues central to cooperation between regular and special education. (LMI)

**ED 380 864** EA 026 571  
Griny, Aletta

**Effective and Less Effective Junior Schools in France: A Longitudinal Study on the School Environment Variables Influencing the Student's Academic Achievement, Study Skills, and Socio-Affective Development.**

Pub Date—94  
Note—16p.  
Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Foreign Countries, \*Instructional Effectiveness, Intermediate Grades, Interpersonal Competence, Junior High Schools, Longitudinal Studies, Measurement Techniques, \*Outcomes of Education, School Effectiveness, Social Development, Standardized Tests, Student Attitudes, \*Student Development

Identifiers—\*France

National assessments of student academic achievement in various subjects and grades are conducted each year in France. However, there is no formal evaluation of student performance in various cross-curriculum domains, such as study skills, self-image, interest in learning, cooperative attitudes, social competence, or civic knowledge and values. This paper presents findings of a longitudinal study that examined students' growth in these areas, as well as in the subjects of French and mathematics. A stratified sample of 100 schools was drawn in 6 school districts. In each school, a random sample of 80 students entering grade 6 completed 2 cognitive tests and a rotated form of the cross-curriculum instruments. Posttests were administered to the 8,000 students twice—after years and then after 4 years in secondary school. Questionnaires about the school environment and the learning processes were completed by students in grades 6, 7, and 9; 30 teachers; and the school directors. The paper presents findings from phase 1 of the study, which examined students' progress from the beginning of grade 6 through the end of grade 7. Findings indicate that students' academic progress in French and mathematics improved; however, most of their cross-curricular outputs declined. Girls showed improvement in French, civics, study skills, cooperation, and social skills. Boys' mathematics and self-concept scores increased. The following variables correlated highly with student outcomes: positive expectations, school climate, opportunity to learn, time management, discipline, and clear rules. Achievement gaps were reduced in school settings that included students of different socioeconomic (SES) and ethnic backgrounds. High-SES communities demonstrated the highest levels of academic effectiveness. Four tables are included. (LMI)

**ED 380 865** EA 026 572  
Lackney, Jeffery A. Moore, Gary T.

**Design Patterns for Educational Facilities: Translating Research into Prototypical School Designs.**

Pub Date—Oct 94  
Note—7p.  
Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Classroom Design, Educational Environment, \*Educational Facilities Design, \*Educational Facilities Planning, Elementary Secondary Education, \*Facility Guidelines, Facility Utilization Research, Flexible Facilities, \*School Space, Space Utilization

This paper describes findings of a study that integrated design patterns to illustrate prototypical school designs. The present work is part of a more comprehensive study conducted on the impact of school facilities on educational performance. The paper focuses on the third part of the study, which developed 27 design patterns to create integrated prototypical designs. It illustrates how these design

patterns can be integrated to suggest a variety of prototypical school-design layouts. The 27 design patterns were organized into four hierarchical levels: (1) planning principles; (2) building organizing principles; (3) the character of individual spaces; and (4) critical technical details. The paper focuses on one of the prototypical plans based on a network of patterns—the team suite, or cluster of classrooms. The team suite is comprised of the following design patterns: modified open space, a flexible learning facility, small classrooms, a variety of learning centers, well-defined activity areas, table groups, nested classroom groupings, a portfolio process studio, a cluster of teacher offices, and indoor-outdoor transition spaces. Three figures and one table are included. (LMI)

**ED 380 866** EA 026 573

Beckham, Joseph C.

**School Officials and the Courts: Update 1994. ERS**

Monograph.

Educational Research Service, Arlington, Va.

Pub Date—Jan 95

Note—81p; For 1993 report, see ED 366 071.

Available from—Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 0193; \$13, member; \$26, nonmember).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Compliance (Legal), \*Court Litigation, Educational Finance, Elementary Secondary Education, \*Legal Problems, \*Legal Responsibility, \*School Law, Special Education, State Church Separation, Student Rights, Superintendents, Teacher Rights

This handbook is the 16th in the series of monographs designed to summarize judicial decisions on elementary and secondary education. The cases included in the book were selected from judicial decisions found in federal and regional reporters for the period July 1, 1993, to June 30, 1994. The cases provide a general overview of school law issues for the practicing administrator, teacher, or school board member. The monograph is designed primarily to provide a broad treatment of case law involving public school issues. Cases were selected on the basis of their relevance to contemporary problems in public school settings, their definitiveness as articulations of existing law, and their reliability as consistent guides to educational policy making and practice. Topics of discussion include the following: school boards and board members, administrators, finance, teachers and other district employees, pupils, special education, religion, and torts and related statutory liability. A glossary and reference notes are included. (LMI)

**ED 380 867** EA 026 574

Galvin, Patrick F. And Others

**The Status of Public Education in Utah: An Overview of Issues. 1992-93. The Conditions of Education in Utah.**

Utah Univ., Salt Lake City. Utah Education Policy Center.

Pub Date—Jan 93

Note—141p; For 1993-94 report, see EA 026 575.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Curriculum Development, Demography, Educational Assessment, Educational Finance, \*Educational Trends, Elementary Secondary Education, Fiscal Capacity, Governance, Labor Conditions, \*Public Education, School Personnel, Special Needs Students, \*State Programs, State School District Relationship, State Standards, \*Statewide Planning

Identifiers—\*Utah

This document provides an overview of the status of public education in Utah for the year 1992-1993. Chapter 1 provides a general description of the state structures that organize and control public education and identifies significant trends and developments that will affect these structures. Chapter 2 describes Utah's demographic characteristics relative to national averages and provides rural-urban comparisons. The third chapter describes the Utah Core Curriculum and graduation requirements and discusses how these standards have influenced patterns of courses taken by students. Special instructional programs and services for Utah's at-risk students are described in the fourth chapter. Chapter 5 provides a historical examination of Utah's assessment and evaluation programs, an analysis of

statewide testing data since 1990, and an examination of the current trends and issues in evaluation. The sixth chapter provides background demographics of education personnel in the state, highlights major state issues and initiatives of the last decade, and identifies future personnel-related issues. The structure of Utah's school finance plan—specifically, the sources of fiscal disparity among school districts and efforts to remedy them—is described in the final chapter. Utah's tax burden is compared with that of other states. Thirty-six tables and 3 graphs are included. (LMI)

**ED 380 868** EA 026 575

Berner, Karen V. And Others

**Educational Reform in Utah: The Years of Promise. 1993-94. Conditions of Education in Utah.**

Utah Univ., Salt Lake City. Utah Education Policy Center.

Pub Date—Mar 94

Note—155p; For 1992-93 report, see EA 026 574.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Accountability, Counseling Services, Counselor Role, Curriculum Development, \*Educational Change, Educational Equity (Finance), Educational Legislation, Educational Technology, Elementary Secondary Education, Finance Reform, \*Governance, Participative Decision Making, Regular and Special Education Relationship, School Based Management, \*School Restructuring, \*State Action, Statewide Planning

Identifiers—\*Utah

This volume, which describes the status of public education in Utah for the year 1993-94, focuses on the issue of educational reform. Following the introduction and overview, chapter 1 reviews reform legislation and implementation efforts during the last decade. It describes the context for reform in political, demographic, and economic terms. Chapter 2 provides an overview of the two "waves" of curricular reform that occurred within the last decade and how they have affected Utah schools. The third chapter offers a typology of employee-involvement approaches in personnel reform. Current efforts to serve more students with disabilities are described in the fourth chapter. Chapter 5 analyzes the impact of technology on education and examines the issues of access, equity, effectiveness, and cost. The impact of three reforms pertaining to school guidance and counseling is assessed in chapter 6. Chapter 7 describes current trends emerging in state finance cases and applies the framework to an examination of Utah's school finance plan. The final chapter offers an overview of 10 legislative actions taken during the 1993 Utah legislative session. Taken together, the chapters illustrate the concepts underlying school reform in Utah—openness, inclusiveness, individualization, accountability, and productivity. Twenty tables and three figures are included. References accompany each chapter. (LMI)

**ED 380 869** EA 026 576

Daresch, John C. Playko, Marsha A.

**The Professional Development Portfolio: A Framework for Guiding Educational Leader Careers.**

Pub Date—Feb 95

Note—28p; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 10-13, 1995).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Evaluation, Career Development, Career Planning, Credentials, Elementary Secondary Education, Evaluation Methods, Faculty Evaluation, Personnel Evaluation, \*Portfolio Assessment, \*Portfolios (Background Materials), \*Professional Development

This paper describes the uses of portfolios for the preparation and continuing professional development of educators, with a focus on the use of portfolios as an important part of administrator development. It looks at the use of portfolios as a way to promote more effective and intensive continued learning among educational leaders. A brief overview of portfolios as they have been applied to a wide variety of school settings is provided. A framework is presented that explains three broad areas of application of portfolios for school leaders, along with a review of documents to be included in portfolios. Some of the specialized applications of portfolios to the world of educational administration

tors—career planning, administrator evaluation, and professional development—are highlighted. (LMI)

**ED 380 870** EA 026 577

Moore, Carole

**Partners or Pests? Experiences of Grievance and Redress Procedures in Education. SCRE Research Report No. 60.**

Scottish Council for Research in Education, Edinburgh.

Report No.—ISBN-0-947833-98-6

Pub Date—Nov 94

Note—42p.

Available from—Scottish Council for Research in Education, 15 St John Street, Edinburgh EH8 8JR, Scotland, United Kingdom.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Elementary Secondary Education, Foreign Countries, \*Grievance Procedures, Interpersonal Communication, Parent Attitudes, \*Parent Grievances, \*Parent School Relationship, Parent Teacher Cooperation

Identifiers—\*Scotland

This document presents findings of a study that explored the issues for Scottish parents, pupils, and headteachers when raising grievances and seeking redress to those grievances. Focus-group interviews were conducted with 31 parents, 6 headteachers, and 8 students during December 1993-February 1994. Findings indicate that parents had a wide range of grievances, but discipline and supervision-related issues were relatively common. Headteachers reported that the frequency of grievance-raising was fairly high, and two-thirds of the parents had previously contacted the school with a grievance. However, many parents said they were generally satisfied with their schools and the schools' responses to their concerns. Schools that were more effective in resolving grievances encouraged good parent-teacher relationships and provided community access. Findings suggest that when a grievance is raised, feedback on progress and the action taken to resolve the grievance should be given to parents. Formal channels for grievance and redress may prove ineffective because many parents think of themselves as expressing concerns, rather than "making a complaint." It is recommended that schools initiate teacher training to develop links with families, parent education, and home-school partnerships. (LMI)

**ED 380 871** EA 026 578

Kealey, Robert J.

**Balance Sheet for Catholic Elementary Schools: 1993 Income and Expenses.**

National Catholic Educational Association, Washington, D.C.

Report No.—ISBN-1-55833-137-9

Pub Date—94

Note—55p.

Available from—National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-6232.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Catholic Schools, \*Educational Finance, Elementary Education, Expenditure per Student, Financial Support, \*Private Financial Support, School Statistics, \*Student Costs, Student Financial Aid, Teacher Salaries, \*Tuition

This document provides findings of a National Catholic Educational Association (NCEA) survey of Catholic elementary school finances for the school year 1992-93. The survey of 1,028 Catholic elementary schools (out of a total of 7,174) elicited returns from 619 schools, a 60 percent response rate. The sample represents almost 9 percent of all Catholic elementary schools in the United States. The survey gathered information on average administrator and personnel salaries, amount per student spent on instructional materials, the average tuition for various programs, tuition assistance, and average per-pupil cost. Findings indicate that the largest burden of educating the students was borne by children's parents through their tuition payments. The parish community provided additional support. The average tuition charged for the first child of a family in the parish was \$1,152. Eighty-eight percent of the schools had a tuition scale for families with more than one child attending the school. Seventy-five percent of the schools had some form of tuition assistance. Ninety percent of the schools received a parish subsidy, and 37 percent had an endowment program. The average per-pupil cost was \$2,044.

Twenty-eight exhibits are included. Appendices contain a copy of the survey and followup letter and a list of responding schools. (LMI)

**ED 380 872** EA 026 579

*Urahn, Sue Stewart, Dan*  
**Minnesota Charter Schools: A Research Report.**  
Minnesota House of Representatives, St. Paul. Research Dept.

Pub Date—Dec 94

Note—72p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Boards of Education, Educational Policy, Elementary Secondary Education, \*Institutional Autonomy, \*Nontraditional Education, Parent Attitudes, School Districts, \*State Action, State Legislation, State Surveys, Superintendents Identifiers—\*Charter Schools, \*Minnesota

In 1991, Minnesota enacted ground-breaking legislation that authorized school districts to sponsor a limited number of charter schools. Implementation of the program was politically contentious, and the issue remains highly charged. This document presents findings of a study that examined the charter schools that were proposed and operating in early 1994 in Minnesota. Data were obtained from a review of charter-school documents from the Minnesota Department of Education; survey data collected in 1994 from superintendents, school board members, and parents; and site visits to the six charter schools operating in 1994. The study elicited information on charter-school proposals, general school characteristics, parent attitudes, problems, and policy implications. Findings indicate that 21 charter schools have been proposed in Minnesota; over one-half of those have been approved. In general, school boards approved proposals that targeted specific populations, particularly at-risk and special education students, and dropouts. School boards were philosophically divided in their opinions about charter schools. Parents of charter-school students were generally satisfied, particularly with curricula. Charter schools experienced problems with transportation, facilities, special-needs students, and relationships with school districts that ranged from neutral to antagonistic. Challenges to charter schools include questions about the extent of freedom from state regulation, accountability, the need for extensive planning, funding, and alternative transportation arrangements. Ten figures and six tables are included. Appendices contain background information on the six charter schools and Minnesota charter-school law (as it existed after the 1994 legislative session.) (LMI)

**ED 380 873** EA 026 580

**DPT/NCREL Policy Seminar Summary, 1994.**  
Bulletin No. 95163.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—Dec 94

Note—60p.

Available from—Division for Learning Support, Instructional Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Community Involvement, Early Intervention, Educational Equity (Finance), \*Educational Objectives, \*Educational Policy, Education Work Relationship, Elementary Secondary Education, Equal Education, Parent Participation, Social Services, \*State Action, \*State Programs, \*Statewide Planning Identifiers—\*Wisconsin

This document contains information about the Wisconsin Department of Public Instruction's six initiatives and comments from participants at the annual Policy Seminar, sponsored jointly by the department and the North Central Regional Educational Laboratory (NCREL), July 11-13, 1994. The document contains the participants' comments regarding the initiatives and issues addressed at the seminar. The participants examined six initiatives within the framework of the federal Goals 2000 act. The six initiatives included: (1) Bright Beginnings; (2) the Urban Initiative; (3) School-to-Work Transition; (4) Wisconsin Learner Goals, Outcomes, and Assessment; (5) Educational Equity; and (6) Parent and Community Involvement. The federal Goals 2000 framework includes: teaching and learning,

standards, and assessments; opportunity-to-learn standards and strategies; governance, accountability, and management; parent and community support; systemwide improvement; bottom-up reform; dropout strategies; coordination with school-to-work; integration with the Carl D. Perkins Vocational and Applied Technology Education Act; benchmarks and timelines; and monitoring progress. Participants also reviewed the draft Community Learning Plan. A copy of the plan and participants' comments are included in the document. (LMI)

**ED 380 874** EA 026 581

**Patterns of Government for Wisconsin School Districts. Bulletin No. 95055.**

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—Sep 94

Note—27p.; For an earlier report, see ED 242 041. Available from—School Management Consultative Services, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

Pub Type—Reports - Descriptive (141) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Board of Education Role, Boards of Education, Elementary Secondary Education, \*Governance, Public Schools, \*School District Reorganization, \*School Districts, State Legislation, State School District Relationship Identifiers—\*Wisconsin

School district organization in Wisconsin was never intended to be permanent or static. Changes in school district organization are a normal, ongoing process necessary to keep pace with changing needs, expectations, and conditions. Wisconsin has four different types of school districts—common school districts, Union High school districts, unified school districts, and City of the First Class school districts. This document contains state statutes that specify the authority and responsibilities of the various school districts. The document provides information on the composition, duties, and election of school board members; school district powers and duties; and requirements for district meetings and reporting. A chart compares the basic characteristics of common and unified school districts, and another illustrates changes in the types and numbers of Wisconsin school districts from 1937 to 1994. (LMI)

**ED 380 875** EA 026 585

*Hart, Ann Weaver*  
**Leadership as Social Validation.**

Pub Date—Apr 94

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Intervention, \*Leadership, Leadership Styles, \*Organizational Climate, \*Principals, \*Socialization, Social Structure

Successful leaders interact with group members and draw on their skills and knowledge. This paper examines some principles of interaction and socialization that support a view of effective leadership in schools—that of leadership as social validation. Inherent in the principal's job description is the tension between organizational socialization and leadership succession, which represents a classic tension between integration and creativity. The first part addresses the social pressure attendant to leadership change experiences and the opportunity that periods of change present to examine leadership relationships as they develop. The second part explores some of the implications of organizational socialization research for new school leaders and the interdependence of the school and principal. The third section confronts the possible outcomes of principal integration versus creativity and innovation and applies this discussion to the organizational socialization experience. The concluding section discusses the implications of an interactive view of leadership for principals seeking to exert influence in schools. The value of a social validation, interactive view of leadership points to sources of creativity outside the principal, highlights the responsibility of the principal's superiors for leadership outcomes, and promotes respect between parents and teachers. (LMI)

**ED 380 876** EA 026 586

*Hannay, Lynne M.*  
**Department Heads in Transition. Final Report.**

Pub Date—Apr 94

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrator Effectiveness, Administrator Responsibility, \*Administrator Role, \*Department Heads, Educational Change, Educational Policy, Foreign Countries, \*Leadership, Professional Development, Secondary Education Identifiers—\*Ontario

This paper presents findings of a study that examined outcomes of a professional-development program designed to help department heads in Ontario, Canada, facilitate change in secondary schools. Department heads in three schools in two Roman Catholic school districts in Ontario participated in the program. The heads were faced with implementing change as a part of the Ministry of Education's move from top-down to school-based management. Data were derived from observation and interviews with department heads. Whether the program was successful in facilitating change in the three schools was difficult to determine. However, it did provide participants with the opportunity to reflect on the educational context and ways to revise the operation of that context. The program also provided support for a change in the role of department heads. It is recommended that organizational structures be revised to provide a more active and sustained role for department heads, helping them become more collaborative and less managerial. Second, secondary school administrators must perceive the heads as part of a decision-making team. Finally, school district administrators need to define heads as active leaders and provide them with sustained professional-development support. (LMI)

**ED 380 877** EA 026 587

*Hannay, Lynne M. Denby, Mae*

**Secondary School Change: The Role of Department Heads.**

Pub Date—Apr 94

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Administrator Effectiveness, Administrator Responsibility, \*Administrator Role, \*Department Heads, \*Educational Change, Educational Cooperation, Foreign Countries, Organizational Change, \*Program Implementation, Resistance to Change, \*School Restructuring, \*Secondary Education Identifiers—\*Ontario

Over the last 2 decades, education in Ontario, Canada, has undergone several changes, including an increased emphasis on process skills and the learning process itself. This paper presents findings of a study that examined the role of the secondary school department head in the change process, particularly in curriculum implementation, staff development, and the creation of opportunities for collaborative communication. Data were obtained from interviews with 35 department heads from 15 secondary schools in 1 Ontario school district. Findings indicate that the department heads did not totally understand the holistic nature of the curricular changes. They reported that they wanted to act as change agents, but needed organizational support structures. Overall, they said that they had no systematic plan for implementation, had not been active in designing or implementing staff-development programs, and had not internalized the new educational philosophies. They overwhelmingly identified staff attitude as the major barrier to implementing curricular change. At the minimum, departments must begin to develop ways to deal collaboratively with integrating subjects, developing alternative teaching strategies, and embedding professional development into the school fabric. Eighteen tables are included. (LMI)

**ED 380 878** EA 026 588

*Ferguson, Jessie Buloch, Clete*  
**The Effect of the Shadow Transition Program on the Social Adjustment of Whitewater Middle School Students.**

RIE AUG 1995

Pub Date—[94]

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, Elementary School Students, Grade 5, Grade 6, Intermediate Grades, Interpersonal Competence, Middle Schools, Program Effectiveness, \*Social Adjustment, \*Social Development, Student Needs, Teacher Attitudes

Identifiers—Fayette County Public Schools GA, Middle School Students

This paper presents findings of a study that compared the social-adjustment levels of students who participated in a middle-school transition program with students who did not. The program, implemented at Whitewater Middle School in Fayette County, Georgia, was designed to ease elementary students into the middle school system. In the Shadow Program, fifth-graders accompanied, or "shadowed," sixth-graders for one school day, to familiarize themselves with the middle-school surroundings and schedule. A total of 108 fifth-grade students participated in the study—54 program participants and 54 nonparticipants. A social-adjustment instrument was administered to the students when they reached grade 6. Teachers completed a survey to assess their perceptions of program effectiveness. Faculty expressed overwhelmingly support for the program. Findings indicate that students who participated in the Shadow program were socially better adjusted than those who did not participate. Students in the experimental group reported having lower anxiety levels and fewer problems finding needed facilities. It is recommended that middle-school teachers place the affective domain of students as their highest priority. (LMI)

ED 380 879

EA 026 589

Hart, Ann Weaver

Evaluating Principals in Light of Context and Socialization.

Pub Date—94

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Evaluation, Educational Environment, Elementary Secondary Education, \*Interaction, \*Interprofessional Relationship, Leadership, \*Organizational Climate, \*Principals, Socialization, Social Structure, Sociocultural Patterns

This paper explores one approach to principal evaluation based on the interaction of principals with the social system of schools. The paper examines some dynamics that shape a social-context/student-achievement connection and their application to principal evaluation. The first part provides a brief background on current principal-evaluation systems and the sparse basic research on principal evaluation. The second part reviews a few principles drawn from scholarship on the social and organizational influence of formal leaders. The implications of this literature for an evaluation framework based on leader-school interaction form the third part, which discusses the importance of effective work relationships, principals' skill in performing organizational analysis, the power of the interaction view of schools, and its applicability to the improvement of principal evaluation. This framework affirms principals' call for a best professional practice standard. Whatever the motives, morals, or beliefs of educators, the standard to which they adhere is grounded in outcomes that are assessed in context. The paper refers to Schon's (1983) context-grounded, interactive view of principal assessment that uses context-imbued criteria. (Contains 50 references.) (LMI)

ED 380 880

EA 026 590

Walker, Dean

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Contract—RR93002006

Note—3p.

Available from—National Association of Elementary School Principals, Educational Products, 1615 Duke Street, Alexandria, VA 22314-3483

(\$2.50; bulk orders of 10 or more, \$2 each; Virginia residents add 4.5% sales tax).

Journal Cit—Research Roundup; v11 n2 Win 1994/95

Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, \*Discipline Policy, Drug Abuse, \*Educational Environment, Elementary Education, Juvenile Gangs, Leadership, \*Prevention, School Policy, \*School Safety, Sexual Harassment, \*Violence

Elementary school principals are in a key position to prevent school violence. This document reviews five publications that feature strategies administrators and teachers can use to create a safe school. In "Creating Safe Environments for Learning in North Carolina's Public Schools," Tanya M. Suarez reviews the literature on school safety and highlights the characteristics of schools that are safe places to learn in the midst of community violence. In "Violence in the Schools: How to Proactively Prevent and Defuse It," Joan L. Curcio and Patricia F. First offer strategies to defuse situations that promise to explode into violence. They discuss methods of preventing cultural and racial clashes, the growth of gangs, weapons in school, sexual harassment, and physical intimidation. "Second Step: A Violence-Prevention Curriculum," by the Committee for Children, presents a curriculum that reduces the potential for student violence by teaching skills in impulse control, anger management, and empathy. Diane Aleem and Oliver Molea, coauthors of the Goal Six Work Group, suggest ways that schools may be able to reduce student violence by creating orderly and nurturing learning environments in the publication "Reaching the Goals: Goal 6—Safe, Disciplined, and Drug-Free Schools." Finally, in "Reducing School Violence in Florida," Stephanie Kadel and Joseph Follman describe actions that principals can take to prevent school violence. (LMI)

ED 380 881

EA 026 591

Hausman, Delbert C. Boyd, William L.

School Administration in the Federal Republic of Germany and Its Implications for the United States.

Pub Date—Oct 94

Note—46p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrator Qualifications, \*Administrator Role, Administrator Selection, \*Educational Administration, Elementary Secondary Education, Foreign Countries, \*Governance, National Curriculum, \*Teacher Certification, Teacher Qualifications, Teaching (Occupation) Identifiers—\*Germany (Bavaria)

This paper presents findings of a study that explored the governance and administration of elementary and secondary schools in Bavaria, in the Federal Republic of Germany. The sample included 12 Bavarian schools—3 each of the following 4 types of schools—elementary (Grundschulen) and secondary (Gymnasien, Realschulen, and Hauptschulen). Data were gathered from interviews with school principals or headmasters and some administrative staff, observation, and document analysis. Findings showed that the selection process for teachers in Germany is much more rigorous than in the United States. Principals are experienced classroom teachers with proven ability who continue to teach. In addition, the entire district apparatus is missing; there are no superintendents, lay boards of education, and so forth. Bavarian schools appear to function extremely well within a framework of fairly tight external control, while enjoying strong professionalism among educators and freedom from the micromanagement that all too often plagues their American counterparts. Findings underscore the need for fundamental and systemic reform in the United States; high student achievement must be preceded by advances in teacher professionalism. (Contains 35 references and 11 footnotes.) (LMI)

ED 380 882

EA 026 592

Braaksma, J.

The Inspectorate and the Quality of the Curriculum: Developments in Eastern Europe.

Pub Date—Aug 94

Note—15p.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, \*Centralization, \*Curriculum Evaluation, \*Decentralization, Educational Change, Elementary Secondary Education, Foreign Countries, \*Governance, National Curriculum, Power Structure, Standards, State School District Relationship Identifiers—Europe (East), \*Germany, \*Russia

The content and assessment of the curriculum is under discussion in many educational systems. Because the curriculum is a product of authority relationships, the role and position of several actors executing the authority relationships in the education system are under question as well. Traditionally, inspectorates, as part of the authority structure and examination systems, have the function of guaranteeing the quality of education in general and the curriculum in particular. This paper examines how inspectorates in Germany and Russia contribute to the development of new checks and balances regarding the curriculum. It examines roles and functions of the inspectorate, trends in educational reform, the curricular content and provisions, and the educational tradition in both countries. In Germany, regulation of evaluation (quality) does not appear to be a focus of concern for reform. Centralized regulation of the curriculum guarantees a certain quality, and the inspectorates do not play an explicit role in testing and examinations. In Russia, there are many more reform activities that concern the content and quality of curriculum. Functional decentralization to nongovernmental agencies can be found in Russia, and territorial decentralization can be found in both Germany and Russia. The redistribution of power implies a reduction of the political influences in the former socialist education systems. It appears that Russian inspectorates will fill a monitoring role, with elements of control and administration. (LMI)

ED 380 883

EA 026 593

Lumsden, Linda S.

To Learn or Not To Learn: Understanding Student Motivation.

Oregon School Study Council, Eugene.

Report No.—ISSN-0733-2548

Pub Date—95

Note—11p.

Journal Cit—OSSC Report; v35 n2 Win 1995

Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Aspiration, Elementary Secondary Education, \*Learning Motivation, Learning Strategies, Performance, Self Efficacy, Self Esteem, \*Student Attitudes, Student Interests, \*Student Motivation

A multitude of factors affect the attitudes and behaviors that students bring to the learning situation. This document discusses some motivation-related terms and concepts. It then examines several factors that affect students' basic beliefs about and attitudes toward learning. The first section differentiates between the following terms: ability focus and task focus, performance goals and mastery goals, and learning and performance. The concept of "motivation to learn" implies that no external reasons exist for the pursuit of academic activities. Variables that contribute to the development of motivation to learn include parent role, developmental changes, self-perceptions of ability and competence, self-worth and effort, causal attributions, meaning, autonomy, and relatedness and belonging. (LMI)

ED 380 884

EA 026 594

McLean, James E.

Improving Education through Action Research: A Guide for Administrators and Teachers. The Practicing Administrator's Leadership Series. Roadmaps to Success.

Report No.—ISBN-0-8039-6186-3

Pub Date—95

Note—87p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (\$15). Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Action Research, Computer Software, Database Management Systems, Data Interpretation, \*Educational Improvement, Educational Research, Elementary Secondary

Education, Evaluation Methods, \*Evaluation Utilization, \*Participatory Research, Theory Practice Relationship

This book offers guidelines for action research, a process in which teachers experiment with various strategies at the classroom level. Action research is the process of systematically evaluating the consequences of educational decisions and adjusting practices to maximize effectiveness. Essentially the examination of one's own practice, it involves three phases: conceptualization, implementation, and interpretation. Chapter 1 describes the need for action research, defines action research, and establishes the reasons for implementing such an approach to school improvement. Chapter 2 discusses the kinds of strategies to use in school-improvement efforts, how to measure the validity of the action-research process, and ethical considerations that must be considered. It also presents detailed information on how to use an inexpensive computer software program called MYSTAT to analyze the data. The third chapter provides examples of a classroom action-research study and a district-level action-research study. In each case, detailed figures illustrate the steps taken to explore the problem and collect, analyze, and interpret the data. A working model for conducting action research is provided in chapter 4, which also discusses the potential of action research as a means of improving schools. Forty-two figures, six tables, and a brief annotated bibliography are included. (LMI)

ED 380 885

EA 026 595

Kelley, Carolyn

Teacher Compensation and Organization.

Consortium for Policy Research in Education, Madison, WI. Finance Center.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 95

Contract—R117G10039

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Compensation (Remuneration), Elementary Secondary Education, Incentives, \*Organizational Climate, \*Organizational Objectives, \*Organizational Theories, Professional Recognition, Rewards, Teacher Employment Benefits, \*Teacher Role, Teaching (Occupation)

Traditionally, teacher compensation has been viewed in isolation from other components of organizational reform. This paper examines changes in dominant models of schooling over time using an organizational lens. The six models include scientific management, humanistic specialization, effective schools, content-driven, high standards/high involvement, and virtual schools. Teacher compensation is examined as a piece of the organizational system to determine how compensation has or has not kept pace with changes in schools as organizations. Throughout the latter half of this century, the dominant teacher-compensation strategy supported organizational values, goals, and structures of the scientific-management model. However, teaching has become a complex task with high demands for knowledge and skills in pedagogy, subject-matter content, leadership, and management. This change requires that organizations focus structures and resources to support teachers in meeting these organizational goals and expectations. Teacher compensation is a valuable organizational component that could be used to support the skill and knowledge development of teachers, and to provide incentives for teacher teams and school faculties that improve their students' achievement. Teacher compensation should be examined as an element of school systems that can be restructured to reinforce overall reform goals and strategies. While avoiding simplistic individual incentive and merit-pay plans, policymakers should consider large components of skill-based pay, team and school performance awards, and other pay structure changes. One figure and one table are included. (Contains 29 references.) (LMI)

ED 380 886

EA 026 596

Wiggins, Robert A.

The Principal As Instructional Leader: Inducement or Deterrent to Teachers' Personal Professional Growth?

Pub Date—Mar 94

Note—29p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 19-22, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Cooperation, Elementary Education, Faculty Development, Inservice Education, \*Instructional Leadership, \*Leadership Styles, Participative Decision Making, \*Principals, \*Professional Development, \*Teacher Administrator Relationship, Teacher Attitudes

This paper presents findings of a study that examined the factors that hinder or promote teachers in taking greater responsibility for their professional growth and decreasing their dependence on principals' instructional leadership. The paper explores the consequences of an inservice collaborative activity between the principal and teachers in one elementary school. The principal-researcher designed the workshop to encourage reflective practice among teachers and adopted a facilitative, nondirective, rather than instructional leadership style. Data were gathered through audio- and video-taped inservice sessions, interviews with the 17 participants, teachers' written responses to the videotapes, and pre- and post- questionnaires. An unanticipated outcome of the project was that when the principal failed to exhibit traditional leadership behaviors, teachers complained that the program lacked focus and direction. After the program ended, the principal adopted a more regulatory role in defining the school's vision, but encouraged shared leadership roles among faculty. A conclusion is that instructional leaders can provide structure and guidance that promote professional growth without reverting to a training posture. It is recommended that future research focus on how the principal's leadership is co-constructed among the leaders and followers; specifically, how does a teacher's attitude toward the principal as instructional leader affect the way in which that teacher learns from the principal? (Contains 33 references.) (LMI)

ED 380 887

EA 026 599

Davidson, Betty M. Dell, Geryl L.

Discovering the Meaning of Unity of Purpose: A Case Study of Fourteen Accelerated Schools.

Pub Date—Jan 95

Note—38p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 26, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acceleration (Education), Adoption (Ideas), Educational Change, Elementary Secondary Education, \*Group Unity, Interprofessional Relationship, \*Participative Decision Making, \*Resistance to Change, School Based Management, School Community Relationship, \*School Restructuring, \*Teacher Attitudes, Teacher Behavior

Identifiers—\*Accelerated Schools, \*Louisiana

This paper presents findings of a study that examined how teachers restructuring schools came to understand the meaning of the term "unity of purpose." Fourteen Louisiana schools, comprised primarily of high-risk student populations, implemented the accelerated-schools model of restructuring. The accelerated school model is based on three principles: unity of purpose, empowerment coupled with responsibility, and building on strengths. Data were gathered from observations of and interviews with 70 teachers from 14 first-year accelerated schools, both rural and urban, across Louisiana. Teachers in the schools' taking-stock process exhibited similar behavior patterns. First, "doubting Thomases" imperiled the development of group unity and program success. Second, the process created opportunities for school staff to communicate and reflect. Committee meetings, surveys, networks, and reflective practices helped teachers gain information, share ideas, express concerns, and develop trust. Third, internal and external divisions threatened group unity. Some of the divisions arose from perceptions of core teachers as elitist, lack of understanding about the project, confusion about the term "empowerment," indifference, pressures for gains in student achievement scores, differences of opinion about curriculum and instruction, isolation, racial misunderstandings, and concerns of teacher autonomy. Finally, reflection was a key factor in healing and reducing conflict. One table is included. (Contains 19 references.) (LMI)

ED 380 888

EA 026 600

Barnes, Alice Wesson, Linda

Contrasting the Forrest City School District's

Magnet Program Operating with Federal Funding and without Federal Funding.

Pub Date—[Dec 94]

Note—32p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Elementary Education, \*Federal Aid, \*Magnet Schools, Nontraditional Education, \*Racial Integration, School Desegregation, Teacher Attitudes, \*Voluntary Desegregation

Identifiers—\*Forrest City School District AR

This paper presents findings of a study that examined the effect of termination of funding on a magnet-school program. The federally funded program was implemented in Forrest City, Arkansas, to eliminate racial imbalance in the elementary schools. The program was based on the assumption that with enough time and financial assistance, racial integration would significantly improve academic achievement and close the gap between minority and nonminority students, especially among black males. The study analyzed achievement differences in five cohorts among minority and nonminority third- and fourth-grade students for a period of 2 years, 1992-93 and 1993-94. The cohorts included reading, language arts, math, science, and social studies. Teachers completed a questionnaire that assessed their attitudes toward the program. Findings suggest that funding had a significant effect on achievement gains and the revitalization of public education through choice. Student performance showed a decline after funding ended. Although not statistically significant, gain scores were somewhat higher for white females than any other group. Magnet school teachers overwhelmingly endorsed their programs. The program also resulted in a reduction in the number and percent of ethnically isolated schools. The effectiveness of magnet schools can be enhanced by additional staffing, a restructured curriculum, and adequate funding. Two figures and a copy of the teacher questionnaire are included. (LMI)

ED 380 889

EA 026 601

Oldaker, Lawrence Lee

The University of Alaska Learning Cooperative: An Innovative Statewide Program in Educational Leadership.

Pub Date—Feb 95

Note—14p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 10-13, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Education, Educational Administration, \*Educational Cooperation, Field Experience Programs, Graduate Study, Higher Education, Internship Programs, Professional Development, Professional Education, Program Development, \*State Standards, \*Statewide Planning

Identifiers—\*Administrator Certification, \*University of Alaska

This paper describes a program designed to provide a unified sequence of graduate studies for principal certification in Alaska. The University of Alaska Learning Cooperative offers a single set of statewide program requirements, which reduces the costly duplication of instructional services and staff-development programs. The paper describes the program's development, rationale, governance, and elements. The core element is the year-long internship. Students also participate in weekly distance-delivered leadership seminars that focus on finance and facilities, personnel and labor relations, and community relations in diverse settings. Students continue to work with mentors for 1 year after completion of program requirements. The program features university-school district cooperation, the yearly appointment of practitioners to act as mentors, and a balance between campus- and field-based course work. (LMI)

ED 380 890

EA 026 602

Blase, Joseph And Others

Democratic Principals in Action: Eight Pioneers.

Report No.—ISBN-0-8039-6132-4

Pub Date—95

Note—193p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (\$18).

Pub Type—Books (010) — Reports - Research

(143) — Guides - Non-Classroom (055)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrator Role, Board Administrator: Relationship, Elementary Secondary Education, Governance, Interprofessional Relationship, Leadership, \*Leadership Styles, \*Participative Decision Making, \*Principals, Resistance to Change, \*School Based Management, Teacher Administrator Relationship

This book was written for teachers and principals committed to instituting shared governance and more democratic forms of leadership and to help understand today's principalship and what it means to administer a shared-governance school. The data were derived from a study of successful principals in schools affiliated with the League of Professional Schools. The book focuses on the principals' perceptions and describes how eight principals facilitated teacher empowerment and the development of democratic structures and processes in a variety of school contexts. They tended to utilize leadership that is based on "power with" rather than "power over." Chapter 1 presents a review of selected studies about principal leadership in schools. Chapters 2 through 9 offer portraits of the eight principals with varying leadership styles. The 10th chapter summarizes the lessons learned about facilitative democratic leadership and teacher empowerment. The principals used a range of strategies: building trust, encouraging expression, setting limits, hiring, encouraging group development, providing information, supporting teachers in confrontations, including parents and students, and using action research. Three kinds of discourse were evident in discussions of school-based decision making—teacher professionalism, teacher participation, and teacher empowerment. Obstacles to shared governance included the individual principal's characteristics, time, teachers, and central district administration. Moving the scope of authority from participation to empowerment requires shared-governance structures that are more than advisory, principalships with no veto power, the waiving of district and state policies when appropriate, the participation of all stakeholders, and core decisions that can be turned over to shared-governance groups. (Contains 123 references.) (LMI)

ED 380 891 EA 026 604

Elam, Stanley

How America Views Its Schools: The PDK/Gallup Polls, 1969-1994.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-473-1

Pub Date—95

Note—69p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (S10).

Pub Type—Books (010) — Reports - Research (143) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Discipline, \*Educational Attitudes, Educational Change, Educational Finance, Elementary Secondary Education, \*Public Opinion, \*Public Schools, Public Support, Questionnaires, School Choice, Surveys

The Phi Delta Kappa/Gallup polls have been sampling public opinion about U.S. public schools for over 25 years. This book presents selected findings of the annual polls, with a focus on public perceptions of educational finance, school effectiveness, educational reform, discipline, and school choice. Chapter 1 presents data that dispute the common belief that Americans have lost faith in the public schools. Nationwide, parents have given their children's schools a "B" grade since 1986 and tend to grade public schools overall slightly lower. Americans report that they value education above the military and above business productivity. Chapter 2 provides poll data on educational finance, which indicate that most Americans are willing to pay more taxes to raise the standard of public education. The third chapter examines attitudes toward educational change. The American public is highly supportive of changes that hold promise of improving the public schools' capacity to meet sound educational goals. However, people are wary of changes that might threaten the principles on which public education is grounded. Views of the major problems facing schools, particularly drugs and student discipline, are described in the fourth chapter. Chapter 5 examines poll data on school choice, which show that most Americans do not support educational vouchers but do support public school choice. Ten

tables are included. (LMI)

ED 380 892 EA 026 605

Walker, Dean

Violence in Schools: How To Build a Prevention Program from the Ground Up.

Oregon School Study Council, Eugene.

Report No.—ISSN-0095-6694

Pub Date—Jan 95

Note—70p.

Available from—Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207 (\$7, nonmember; \$4.50, member; quantity discounts).

Journal Cit—OSSC Bulletin; v38 n5 Jan 1995

Pub Type—Collected Works - Serials (022) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Involvement, \*Conflict Resolution, Counseling Services, Crime Prevention, \*Early Intervention, Educational Planning, Elementary Secondary Education, Juvenile Gangs, Multicultural Education, \*Prevention, Program Development, \*School Safety, Student Behavior, Substance Abuse, \*Violence

The solution to the problem of violence in the schools lies not only in the protection of students, but the prevention of aggressive, antisocial behavior. This monograph is designed to help schools build a violence-prevention program from the ground up. Following the introduction, chapter 1 discusses how the causes and consequences of violence in the schools are inseparable from the roots of violence in American society. Chapter 2 examines the processes of assessing and establishing policies, programs, and facilities that research indicates are useful in preventing violence. Chapter 3 describes responsibilities at the district, school, and classroom levels. The fourth chapter provides an overview of violence-prevention programs under way in Oregon, including counseling programs, intensive primary prevention, a violence-prevention curriculum, conflict resolution and peer mediation, domestic-violence prevention, multicultural issues, anger management, substance abuse, and gangs. Outreach programs to involve students and the community are described in the final chapter. Information is based on a review of research and a total of 21 interviews conducted with juvenile counselors, school administrators, educators, a police officer, and program coordinators in Oregon. One table and a four-page condensation of the document ("Bulletin in Brief") are included. (LMI)

ED 380 893 EA 026 606

Kelley, Carolyn Taylor, Corri

Compensation and Skill Development in Four Professions and Implications for the Teaching Profession.

Consortium for Policy Research in Education, Madison, WI. Finance Center.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC; Pew Charitable Trusts, Philadelphia, PA.

Pub Date—Feb 95

Contract—R117G10039

Note—42p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Development, \*Compensation (Remuneration), Elementary Secondary Education, \*Faculty Development, Faculty Evaluation, Incentives, Performance, \*Teacher Competencies, Teacher Employment, Teacher Promotion, \*Teacher Salaries, Teaching (Occupation)

Current teacher-compensation policies typically reward teachers for years of experience and level of knowledge as measured by educational credits. However, the current system does little to encourage teachers to develop the skills needed to achieve organizational goals. This paper examines the compensation systems in four complex, knowledge-based professions to identify a set of principles that could be used to improve teacher compensation. In various ways, the compensation programs in these professions link pay to the development of knowledge and skills for the pursuit of organizational goals. The paper draws lessons from the four models—compensation in law, higher education, actuarial science, and financial analysis—to suggest ways to modify the current teacher-compensation system to build teachers' skill and knowledge in support of organizational objectives. First, the teaching profession could benefit from a compensation and career-development system designed with elements of

skill-based pay. Second, teacher knowledge and skills should be identified and assessed both internally and externally by members of the teaching profession. Finally, the experience of the four professions shows that skill-based pay is a workable strategy. One table is included. (Contains 38 references.) (LMI)

ED 380 894 EA 026 607

Protts, Jean

History of Teacher Pay and Incentive Reforms.

Consortium for Policy Research in Education, Madison, WI. Finance Center.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC; Pew Charitable Trusts, Philadelphia, PA.

Pub Date—Feb 95

Contract—R117G10039

Note—27p.; Paper presented at the Conference on Teachers Compensation of the Consortium for Policy Research in Education (Washington, DC, November 2-4, 1994).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Ladders, \*Compensation (Remuneration), Educational History, Elementary Secondary Education, Faculty Development, \*Incentives, Merit Pay, Organizational Objectives, Performance, Personnel Policy, \*Teacher Competencies, \*Teacher Employment, \*Teacher Salaries

This paper examines the history of teacher compensation in the United States from the 1800s through the present. It examines the three major changes in the method of teacher pay: (1) the rural tradition of paying teachers room and board; (2) the move to a grade-based salary schedule; and (3) the shift to today's single salary schedule. It concludes with a look at more recent compensation-reform efforts, such as merit pay and career-ladder programs. The examination of the history of teacher pay shows how compensation systems have changed over time to meet changing organizational and societal needs. Although the predominant single-salary schedule is equitable, objective, and provides for predictable budgeting, it fails to hold teachers accountable for school-wide student performance. In light of changing social, economic, and educational needs, the time may be ripe for restructuring teacher compensation. Alternative compensation systems, which have worked well in the public and private sectors, include knowledge and skill-based pay, group-based performance awards, and gainsharing plans. (Contains 26 references and 48 notes.) (LMI)

ED 380 895 EA 026 608

Conley, Sharon Odden, Allan

Linking Teacher Compensation to Teacher Career Development.

Consortium for Policy Research in Education, Madison, WI. Finance Center.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[94]

Contract—R117G10039

Note—53p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Career Development, \*Compensation (Remuneration), Elementary Secondary Education, Faculty Development, Organizational Objectives, Personnel Policy, \*Teacher Competencies, \*Teacher Employment, Teacher Promotion, \*Teacher Salaries

The idea of changing the teacher compensation system is not new, but concepts regarding the appropriate basis for paying teachers have changed in recent years. Three major options to the single-salary schedule include pay based on either individual or organizational performance, job tasks, or skills and knowledge. This paper seeks to broaden the focus of current debates on teacher compensation by examining these three alternatives. It first discusses concepts regarding the appropriate basis for individual teacher pay. Examples of the skill-and-knowledge compensation approach, with a focus on career-development systems, are described next. They include the pay plans of Flowing Wells, Arizona; Charlotte-Mecklenburg, North Carolina; Pocahontas, Idaho; and the Advanced Skills Teacher (AST) system in Australia. The next section presents a model for a career development-based compensation system, which is comprised of starting pay, career stages that qualify teachers for a major

pay increase, and a mechanism for increasing pay separate from skill and knowledge enhancement. The key issue is to devise an alternative salary system that considers the cultural and political realities. The ideal model would address educators' low compensation and complement collective bargaining, teacher development, and collegiality. (LMI)

**ED 380 896** EA 025 609

Odden, Allan

**Incentives, School Organization and Teacher Compensation.**

Consortium for Policy Research in Education, Madison, WI. Finance Center.

Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.; Wisconsin Center for Education Research, Madison.

Pub Date—Jan 95

Note—41p; Paper prepared for the Consortium for Policy Research in Education book "Incentives and Systemic Reform," published by Jossey Bass.

Pub Type—Opinion Papers (120)—Reports—Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Compensation (Remuneration), Educational History, Elementary Secondary Education, Faculty Development, Faculty Evaluation, \*Incentives, \*Organizational Objectives, Performance, \*Teacher Competencies, \*Teacher Employment, Teacher Promotion, \*Teacher Salaries. In order for teacher compensation to serve as an incentive that reinforces broader organizational goals, the norms of the compensation structure must be aligned with the norms of the school organization. The first section of this paper presents a brief overview of changes in teacher compensation from 1820 to 1950. It describes how such changes have followed changes in the education system, and how organizational changes in the education system have tended to follow and reflect change in the broader society and economy. The next section describes changes in school organization over the past 50 years and discusses how compensation systems could have but did not change to reflect those evolutions. The following section describes more recent changes in the broader economy and workplace, including alterations in pay systems, and discusses how the current education reform movement parallels these external forces for change. The next section describes the implications of several education reform strategies for compensation, including systemic reform, the restructured New York City schools described by Linda Darling Hammond, and the high-performing school organizations discussed by Susan Albers Mohrman. The redesign of teacher compensation, however, must consider the following issues: the nature of skill blocks and the type of assessment system; the relationship of the pay system to certification and tenure requirements; the question of internal or external assessments; the design of performance awards; the sequence of performance and recognition; the implementation process; the relationship with decentralization and school-based management initiatives; the impact on administrator pay; and contextual variables. (LMI)

**ED 380 897** EA 026 610

**Scheduled Salaries for Professional Personnel in Public Schools, 1994-95. Part 1 of National Survey of Salaries and Wages in Public Schools. 22nd Annual Edition. ERS Report.**

Educational Research Service, Arlington, VA.

Pub Date—95

Note—151p; For related documents, see EA 026 611-612.

Available from—Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (stock #0194: \$30, subscribers; \$60, nonsubscribers).

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administrators, Budgets, Compensation (Remuneration), Costs, Elementary Secondary Education, Professional Personnel, \*Public Schools, \*Salaries, \*School District Spending, \*School Personnel, Tables (Data), Teacher Salaries, \*Wages.

Much of the school-budget dollar goes to salaries and wages for employees. This document is the first part of a three-part report of the Educational Research Service (ERS) National Survey of Salaries and Wages in Public Schools. This volume reports data on salaries scheduled for 22 selected profes-

sional positions in 1,019 public school systems for the school year 1994-95. Data were gathered from a survey mailed to a national stratified sample of 1,918 public school systems. A total of 1,019 responses were received, an overall response rate of 53 percent. The system-by-system listing gives the contract salaries of superintendents and the minimum and maximum salaries scheduled by school systems for the other 21 selected professional positions. A total of 25 summary tables and a system-by-system listing of scheduled salaries for professional staff are included. Eighteen summary tables show percentile distributions, means, and ranges of minimum and maximum salaries. Other tables report summary data on the length of the work year and the scheduled daily rate of pay for selected positions. Other data include the number of school systems employing personnel in each position and the number and percent of these with salary schedules for each position. Information on the systems' enrollment size, per-pupil expenditures, and geographic regions are also included. (LMI)

**ED 380 898** EA 026 611

**Salaries Paid Professional Personnel in Public Schools, 1994-95. Part 2 of National Survey of Salaries and Wages in Public Schools. 22nd Annual Edition. ERS Report.**

Educational Research Service, Arlington, VA.

Pub Date—95

Note—172p; For related documents, see EA 026 610-612.

Available from—Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (stock #0195: \$30, subscribers; \$60, nonsubscribers).

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administrators, Budgets, \*Compensation (Remuneration), Costs, Elementary Secondary Education, Professional Personnel, \*Public Schools, \*Salaries, \*School District Spending, \*School Personnel, Tables (Data), Teacher Salaries, Wages.

Much of the school-budget dollar goes to salaries and wages for employees. This document is the second in a three-part report of the Educational Research Service (ERS) National Survey of Salaries and Wages in Public Schools. A total of 1,019 school systems responded to the survey, or 56 percent of the national stratified sample of 1,818 school systems. The volume reports the annual salaries actually being paid to persons employed in 22 selected professional positions for school year 1994-95. It presents the lowest and highest salary actually being paid to individuals in each of the 22 professional position categories, as well as the number of persons employed in each category and the average of all salaries actually paid to persons employed in each category. Twenty-four summary tables show salary percentile distributions, means, medians, and ranges of average, lowest, and highest salaries paid by reporting schools systems. Other tables report summary data on the average daily amount paid to personnel in selected positions, the number of responding school systems employing personnel in each category, and the total number of persons reported. Information is also provided about the systems' enrollment size, per-pupil expenditures, and geographic region. (LMI)

**ED 380 899** EA 026 612

**Wages and Salaries Paid Support Personnel in Public Schools, 1994-95. Part 3 of National Survey of Salaries and Wages in Public Schools. 22nd Annual Edition. ERS Report.**

Educational Research Service, Arlington, VA.

Pub Date—95

Note—100p; For related documents, see EA 026 610-611.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Budgets, Compensation (Remuneration), Costs, Elementary Secondary Education, \*Paraprofessional Personnel, \*Public Schools, \*Salaries, \*School District Spending, \*School Personnel, \*Service Workers, Tables (Data), Wages.

This document is the third in a series that presents data from the National Survey of Salaries and Wages in Public Schools. The survey of a national stratified sample of 1,818 school systems elicited

1,019 responses, an overall response rate of 56 percent. The volume reports hourly wage rates and annual salaries actually being paid during the school year 1994-94 to personnel employed in 10 selected support positions. It provides data on the lowest, highest, and average hourly wage ranges actually being paid teacher aides, building custodians, cafeteria workers, and school bus drivers. Also shown are the annual salaries being paid central-office and school clerical staff. A total of 23 summary tables show salary distributions, means, medians, and average, lowest, and highest salaries or hourly wage rates paid by reporting school systems. Another table shows the number of responding school systems employing personnel in each position category and the total number of personnel reported. Information is also provided about the systems' enrollment size, per-pupil expenditures, and geographic region. (LMI)

**ED 380 900** EA 026 613

Adams, Will And Others

**The Collaborative and Integrated Whole School Development Cycle.**

Pub Date—Jan 95

Note—16p; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Leeuwarden, Netherlands, January 3-6, 1995).

Pub Type—Reports—Descriptive (141)—Speeches/Meetings Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrator Responsibility, Educational Assessment, Educational Cooperation, \*Educational Planning, Elementary Secondary Education, Foreign Countries, \*Governance, \*Local Government, \*School Based Management, School District Autonomy, School Districts

Identifiers—\*England

This paper describes the arrangement between an English local education agency and a co-educational comprehensive school, in which the school contracts for services with a direct-service agency of the local education authority (LEA). Roade School is one of the larger schools in Northamptonshire, a rural county in central England. The Northamptonshire Education Authority takes the maximum authority provided by legislation to delegate both authority and responsibility to the governing bodies of its schools, including full financial control. Although all schools in the county are self-managing, they are supported by the County Education Authority. They are free to contract for services with the Northamptonshire Inspection and Advisory Service (NIAS), an organization that offers a wide range of professional-development, inspection, and support services to the schools. The NIAS is a trading organization that markets its services to schools. Schools can decide what proportion of their budgets will be spent on certain functions. Powers and duties of the governing body are also described. (LMI)

**ED 380 901** EA 026 614

Hammiller, Ruth E.

**The Principal's Perspective of the Possibilities and Constraints of Neighborhood-Based Interagency Collaboration.**

Pub Date—Oct 94

Note—33p; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).

Pub Type—Speeches/Meetings Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Role, \*Agency Cooperation, Community Coordination, Community Programs, \*Community Services, Cooperative Planning, \*Educational Cooperation, Elementary Secondary Education, Integrated Services, Outreach Programs, \*Principals, Program Implementation, \*School Community Relationship, Social Services

Although the principal is a vital key in the success of any project involving the school, a variety of constraints interfere with the principal's effectiveness to use interagency collaboration as an impetus for school reform. This paper presents findings of a study that investigated the perspectives of principals toward a neighborhood-based interagency collaboration (CBIC) effort implemented in a large midwestern city from April 1992 to December 1993. A neighborhood interagency team had been formed in two neighborhoods to serve as a clearinghouse, provider, and coordinator of direct services,

with a focus on prevention. Data were gathered from observation of all interagency team meetings, and interviews conducted with a total of 36 participants from 8 schools in the 2 neighborhoods—9 principals and project assistants, 3 district-level administrators, 17 interagency team members, 2 parent-school liaisons, and 5 top-level administrators. The principals identified major strengths of the program, its possible goals, limitations, and constraints. Recommendations for meshing CBIC with school reform include: (1) maintain a long-range focus; (2) allocate sufficient time and money for planning; (3) involve all schools in the neighborhood; (4) train school administrators and staff on collaboration; and (5) consider the neighborhood view of community life in choosing the type of interagency collaboration. (LMI)

**ED 380 902** EA 026 615

Bauer, Norman J.

**The Politics of Theocracy: Public Schools under Attack.**

Pub Date—Nov 94

Note—27p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chapel Hill, NC, November 11-13, 1994). Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Christianity, Civil Rights, \*Cultural Pluralism, Elementary Secondary Education, Interfaith Relations, \*Politics of Education, \*Public Schools, \*Religious Conflict, \*Religious Cultural Groups, Religious Differences, \*State Church Separation

This paper examines the rhetoric and consequences of extreme religious right-wing groups' attack on American public schools. The first section identifies two competing world perspectives, the modern and postmodern perspectives. The second section identifies the fundamental principle that enables the two competing perspectives to coexist: the First Amendment to the Constitution, specifically, the church-state separation clause. Some of the political and educational strategies used by the radical Religious Right to achieve its theocratic and educational aims are described in section 3. The fourth section develops suggestions for maintaining religious pluralism and church-state separation, which include: (1) develop a renewed sense of common cultural purposes; (2) defend and preserve the principle of church-state separation; (3) adopt the role of "civic pedagogy"; (4) engage in action to thwart the efforts of those who have declared a cultural war; (5) recognize "civil religion" as the nation's binding element; and (6) replace the metaphor of the "melting pot" with that of the "round table." In conclusion, the assault on American public schools and effort to construct a theocracy is a conflict over the basic way in which people perceive reality. (LMI)

**ED 380 903** EA 026 616

Jones, Thomas H.

**America's Gamble: Lotteries and the Finance of Education.**

Pub Date—Nov 94

Note—10p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chapel Hill, NC, November 10-13, 1994). Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Finance, Elementary Secondary Education, Expenditures, Fiscal Capacity, \*Income, Public Education, Resource Allocation, School Funds, School Support, \*State Aid, State Legislation, Tax Effort

Identifiers—\*Lottery

By the late 1980s, 28 states in the United States had instituted lotteries as a supplemental means of financing public education. This paper presents findings of a study that examined the claim that state lotteries enhance spending for public education. Regression analysis, conducted on data for the year 1987, compared lottery and nonlottery jurisdictions among the 50 states. Four dependent measures—two indicating support for education and two indicating tax effort for education—were regressed on seven state socioeconomic and demographic variables. Two variables indicated the presence or absence of a state lottery and any earmarking legislation. In 1987, 18 states had adopted policies that established public education as a major recipient of lottery revenue. The findings reaffirm the importance of state wealth, as measured by per capita income, in determining support for education. The

claim that lotteries influence state aid or school spending was not supported. When per capita income was controlled, the presence of a lottery did not account for a significant amount of interstate variation in school finance. Wealthy states adopted lotteries in advance of other states; lotteries did not make the states wealthy. Finally, the results show that lotteries indirectly reflect the public's perception of the tax burden. It is recommended that states renounce lottery profits altogether. (LMI)

**ED 380 904** EA 026 617

**Wyoming's Education Progress Report—1993.**

Wyoming State Dept. of Education, Cheyenne.

Pub Date—93

Note—49p.

Pub Type—Reports — Evaluative (142) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Literacy, Competence, Educational Assessment, \*Educational Objectives, Elementary Secondary Education, High School Graduates, Mathematics Achievement, \*Outcomes of Education, School Readiness, School Safety, Science Education, \*State Norms, \*State Standards, Substance Abuse

Identifiers—National Education Goals 1990, \*Wyoming

This document comprises the third annual Wyoming Education Progress Report, which measures the state's progress toward achieving the six National Education Goals by the year 2000. Three years of data indicate that parents, educators, and students are responding to the national and local education goals, and that more Wyoming students are preparing for college work. However, the number of single-parent births is above the national average, the violent death rate among teenagers remains high, many students lack basic skills in reading and mathematics, and there is a lack of indicators for education, health, and family service systems. Each section of the document reports on Wyoming's progress toward meeting a specific National Education Goal and describes state objectives and actions. The state receives satisfactory ratings for the first five Goals. A list of Wyoming education goals and checklist of citizen actions are included. It is suggested that new goals, complementary to the national goals, be developed in the following areas: parental involvement, support of teachers and leaders, time and space allocation, technology, relevant course content, multiculturalism, business partnerships, comprehensive health programs, cooperation, and discipline and safety. (LMI)

**ED 380 905** EA 026 618

**Rethinking the School Calendar. A Report of**

**Maine's Task Force on Year Round Education.**

Maine State Dept. of Education, Augusta.

Pub Date—Jan 94

Note—69p.

Pub Type—Reports — Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Change Strategies, Community Support, Educational Planning, Elementary Secondary Education, Flexible Scheduling, Quarter System, \*School Schedules, Statewide Planning, Trimester System, Vacation Programs, \*Year Round Schools

Identifiers—\*Maine

This report by Maine's Task Force on Year-Round Education to the State Board of Education explores the feasibility of changing the school calendar to distribute instructional time over more calendar months in order to enhance student learning. The new schedule could reduce teacher and student absenteeism, limit the loss of learning during summer break, increase staff-development options, enhance student success, and provide opportunities for enrichment and remediation. The introduction describes year-round education (YRE) and illustrates single- and multi-track systems. The second section provides a historical overview of school calendars nationwide and in Maine, reviews literature, and outlines advantages and disadvantages of YRE. In the third section, the task force endorses alternative school calendars that are carefully tailored to the academic needs and interests of students. Planning and implementation strategies are presented in the fourth section. The next section offers answers to the questions mostly frequently asked by students, teachers, parents, administrators, and business/community members. In conclusion, YRE is an approximately 180-day alternative school calendar designed to meet the needs of a community. The most important element in implementing such a

program is community involvement and support. A glossary, 11 tables, 1 figure, and a list of state and district resources are included. (LMI)

**ED 380 906** EA 026 620

Brewer, Ernest W. And Others

**Finding Funding: Grantwriting and Project Management from Start to Finish. Second Edition.**

Report No.—ISBN-0-8039-6202-9

Pub Date—95

Note—275p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320 (\$39.95).

Pub Type—Guides — Non-Classroom (055) — Books (010)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Educational Finance, Elementary Secondary Education, \*Financial Support, \*Fund Raising, \*Grantsmanship, Institutional Advancement, Program Development, Program Proposals, Program Validation, \*Proposal Writing, School Funds

This book offers guidelines to help potential grant-seekers explore, write, implement, and terminate a strong proposal as an operating project. Part 1 presents guidelines for initiating the development of a grant proposal. These include information about grants and the funding game, a review of aids, and a chapter on use of the major tools of the trade—the "Federal Register" and the "Code of the Federal Regulations," and the "Catalog of Federal Domestic Assistance." In part 2, chapters 5-9 address the specifics of writing grant proposals. They provide information on the basic components of a standard proposal, tips on reviewing and responding to a request for proposal (RFP), and a sample of a funded proposal. Part 3 contains chapters 10-13, which examine the implementation, operation, and termination of a funded project. The chapters also explain Federal guidelines that must be followed (EDGAR) while operating a project, the nature of site visits, and audits. Forty-nine figures are included. Appendices contain lists of abbreviations and state contacts. (LMI)

**ED 380 907** EA 026 621

Ledell, Marjorie

**How To Avoid Crossfire and Seek Common**

**Ground: A Journey for the Sake of Children.**

American Association of School Administrators,

Arlington, Va.

Report No.—ISBN-0-87652-217-7

Pub Date—95

Note—36p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 21-00500; \$2.50 plus postage; quantity discounts).

Pub Type—Books (010) — Opinion Papers (120) — Guides — Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Board of Education Role, \*Boards of Education, Community Involvement, Conflict Resolution, Cooperation, Elementary Secondary Education, Group Unity, Participative Decision Making, \*Policy Formation, \*Politics of Education, \*Problem Solving, \*Public Schools

A democracy must tolerate many points of view without becoming divided. Therefore, public educators and the communities they serve are challenged to help students understand political and religious issues without proselytizing. This handbook provides guidelines for beginning the journey toward common ground, for moving from a climate of antagonism to one of national civility. It offers suggestions for modifying personal agendas and seeking common ground built on what a community wants from its schools. Chapter 1 describes the author's experiences as a school board member for the Littleton, Colorado, Public Schools. Chapter 2 describes the political process; specifically, it describes the slow rate at which educational change occurs and identifies key advocacy groups. Chapter 3 offers guidelines for clarifying issues and analyzing their drawbacks and benefits. Suggestions for generating respectful and inclusive community debate are offered in the fourth chapter. It details ground rules for conducting effective community meetings and working with the media. The final chapter examines ways to create and sustain common ground by looking for shared concerns and develop requirements for implementation. (LMI)

**ED 380 908** EA 026 632

Bodine, Richard And Others

**Creating the Peaceable School Mission.**

Pub Date—11 Feb 95

Note—13p; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 10-13, 1995).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, \*Conflict Resolution, Cooperation, Elementary Secondary Education, Interpersonal Communication, Interpersonal Competence, \*Peace, \*Prevention, Problem Solving, School Safety

Some researchers and practitioners believe that schools can play a leading role in preventing violence among youth. This document offers a framework for collaboration that moves from simply recognizing the problem to preparing youth to live peacefully in a diverse community. The "Creating a Peaceable School" program is based on the premise that youth should not only be taught the skills necessary to resolve differences without violence, but that they must also have an opportunity to utilize the skills daily in the community, school, and neighborhood. These life skills are learned by everyone in the school as part of a comprehensive school-based violence-prevention program. Central to the program is the implementation of a noncoercive discipline system designed to teach students self-discipline and responsibility. Kreidler defines the "peaceable classroom" as a warm and caring community in which five qualities are present: cooperation, communication, tolerance, positive emotional expression, and conflict resolution. In addition, six skill areas are fundamental to the achievement of a peaceable school: building a peaceable climate, understanding climate, understanding peace and peacemaking, mediating, negotiating, and group problem solving. Information on the Illinois Institute for Dispute Resolution (IIDR) is included. (LMI)

ED 380 909

EA 026 633

Bauer, Norman J.

**The Round Table and Our Civic Religion.**

Pub Date—Mar 95

Note—6p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Liberties, \*Cultural Differences, \*Cultural Pluralism, \*Democratic Values, \*Diversity (Institutional), Elementary Secondary Education, Freedom of Speech, \*Religious Differences

Diversity is rapidly becoming one of America's most prominent virtues, while also creating one of its most vexing problems. This paper examines the dilemma created by increased diversity, which is how to respect the rights of others while maintaining some sense of unity. The growth of religious pluralism, in particular, illustrates this tension. The free-exercise principles in the First Amendment have guaranteed equal opportunity for all members of society to publicly practice and express their religious beliefs. These principles form the center of America's civic religion, which binds people together in a common set of values. It is argued that the metaphor of the "melting pot" be replaced with that of the "round table," which guarantees the right of all individuals and organizations to campaign for their particular ends, thus promoting a powerful national "pluribus" while being guided by the common values inherent in American civic religion. (LMI)

ED 380 910

EA 026 634

Spady, William G.

**Outcome-Based Education: Critical Issues and Answers.**

American Association of School Administrators, Arlington, Va.

Report No.—ISBN-0-87652-183-9

Pub Date—94

Note—212p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 21-00488; \$18.95 plus postage).

Pub Type—Books (010) — Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Competence, \*Competency Based Education, Educational Change, Educational Philosophy, Educational Planning, Elementary Secondary Education, Outcomes of Education, Performance, Program Implementation, Standards

**Identifiers—\*Outcome Based Education**

Outcome-based education (OBE) means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This book examines the issues critical to understanding and implementing OBE. Chapter 1 addresses a range of issues related to the meaning of the term "outcome-based education." It defines key terms and concepts and describes the foundations of genuine outcome-based models. The second chapter links current interest in OBE to global socioeconomic changes. Chapter 3 examines some important issues surrounding the meaning of outcomes and how they are derived. Four major trends are identified in the fourth chapter—classroom reform, program alignment, external accountability, and system transformation. Chapter 5 shows how the effects of OBE on students and schools depends on which implementation approach is used. Common misconceptions about OBE are clarified in the sixth chapter. The final chapter discusses future directions of OBE, in particular, how to sustain it over time. OBE appears to have a viable future if democratic processes and strong professional norms prevail in society and education, respectively. Twenty-five figures and a glossary are included. (LMI)

ED 380 911

EA 026 635

Potter, Les

**How To Improve Teacher Morale: Create a Duty-Free School.**

National Association of Secondary School Principals, Reston, Va.

Pub Date—Mar 95

Note—4p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston VA 22091-1537 (\$2; quantity discounts).

Journal Cit—Tips for Principals; Mar 1995

Pub Type—Collected Works - Serials (022) —

Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Responsibility, \*Administrator Role, Elementary Secondary Education, Flexible Scheduling, Principals, School Schedules, \*School Supervision, \*Supervisory Methods, Teacher Administrator Relationship, \*Teacher Burnout, Teacher Morale, Teacher Motivation, \*Teaching Conditions

The school-reform movement has not as yet helped to relieve teachers of their nonteaching duties. One result of shared decision making is that some principals have replaced student-supervisory duties with that of committee work. These duties can take as much time as many of the traditional nonteaching duties. One way to improve teacher morale and create a positive school climate is to eliminate unnecessary teaching duties. This document offers suggestions for planning and creating a "duty-free" school, in which teacher supervisory duties are eliminated or greatly reduced. First, a schoolwide study group can be formed to examine school needs and elicit feedback. Tips for reducing student supervisory responsibilities are offered, some of which include combining classroom periods, using walkie-talkies to monitor trouble spots, utilizing existing aides or volunteers, offering scheduling options for teachers, limiting student free times and closing specified areas, and reducing hall traffic. (LMI)

ED 380 912

EA 026 637

Larson, Lisa

**"Skeen"—Minnesota's School Finance Case. House Research Information Brief.**

Minnesota House of Representatives, St. Paul. Research Dept.

Pub Date—Nov 92

Note—9p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Court Litigation, Educational Finance, Elementary Secondary Education, \*Finance Reform, \*Fiscal Capacity, \*Income, Property Taxes, \*School District Wealth, \*State Legislation, Tax Effort

Identifiers—\*Skeen v State of Minnesota

This document summarizes the Minnesota state district court opinion in "Skeen v. State of Minnesota" and outlines changes made by the 1992 legislature in the state school finance system. In "Skeen," the court found several elements of the

state's school finance system unconstitutional. These included the referendum levy, the debt service levy, and supplemental revenue. Legislative alternatives discussed in the district court opinion included: (1) eliminate property wealth-funding mechanisms; (2) fund districts' identifiable special needs and differential costs; and (3) eliminate elements of the school finance system that prevent efficiency. Following the court decision, the 1992 State Legislature made the following changes in the state's school finance system: it adopted and funded a debt-service-equalization program over a 3-year phase-in period, and lowered the cap on referendum revenue from 35 to 30 percent of the general education formula allowance. The district court opinion has no precedential value, which means that other Minnesota judicial districts need not follow the case. However, the state appealed the case to the Minnesota Supreme Court, which will likely decide the matter in 1993. The court's final decision may have a significant impact on the structure of the state's school finance system and the legislature's ability to make decisions affecting the system. Fourteen endnotes are included. (LMI)

ED 380 913

EA 026 638

Irmshar, Karen

**Inclusive Education in Practice: The Lessons of Pioneering School Districts.**

Oregon School Study Council, Eugene.

Report No.—ISSN-0095-6694

Pub Date—Feb 95

Note—63p.

Available from—Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$8, nonmember; \$5.50, member; \$3 postage and handling on billed orders; quantity discounts).

Journal Cit—OSSC Bulletin; v38 n6 Feb 1995

Pub Type—Collected Works - Serials (022) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, \*Inclusive Schools, Individual Needs, Mainstreaming, \*Regular and Special Education Relationship, Resource Room Programs, \*Special Education, Special Needs Students, \*Student Placement, Teacher Attitudes

The concept of full inclusion challenges school districts to include all students, regardless of the type or degree of disabling conditions, in regular classrooms at their neighborhood schools. This Bulletin examines some of the concerns that inclusion raises. Its summary of national research and interviews with 14 Oregon educators provide guidelines for effective practice. The introduction provides a brief history of the impetus for inclusion and describes the Oregon perspective. Chapter 1 highlights the most frequently voiced arguments both for and against inclusion. Elements of successful inclusion programs are described in the second chapter, some of which include adequate support, an established policy, enthusiastic teachers and administrators, and openness to change. Chapter 3 describes situations in which inclusion has failed, usually due to inadequate preparation, training, and support. Current practices in selected Oregon schools are described in the fourth chapter. The final chapter examines issues of funding and the reform of federal-funding requirements. A conclusion is that inclusion is most successful when it is coupled with a broader restructuring that includes multiaged classrooms. A four-page condensation of the Bulletin and a sample policy statement from Montgomery County, Maryland, are included. (LMI)

## EC

ED 380 914

EC 303 787

Blackburn, Jose And Others

**Human Capital and Structural Explanations of Post-School Success for Youth with Disabilities: A Latent Variable Exploration of the National Longitudinal Transition Study.**

SRI International, Menlo Park, Calif.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Apr 93

Contract—300-87-0054

Note—45p.; Paper presented to Special Education SIG, at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).

Available from—SRI International, Room BS 178, 333 Ravenswood Ave., Menlo Park, CA 94025-3493 (\$10).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), \*Disabilities, \*Education Work Relationship, \*Human Capital, Longitudinal Studies, \*Performance Factors, Secondary Education, \*Social Structure, \*Success, Transitional Programs

Identifiers—National Longitudinal Transition Study Spec Educ

This paper explores the transition from school to young adulthood of youth with disabilities from the first wave (n=939) of the National Longitudinal Transition Study (NLTS). Two popular sociological perspectives which explain the postschool success of youth with disabilities were examined: human capital in the form of education and training, and structural factors such as family and community background. Seven latent constructs were identified as generally representing either of the conceptual orientations, their combination, or postschool success and were reflected in a number of measured variables. These seven constructs include: Community Thrive, Family Thrive, School Thrive, School Programs, Academic Difficulty, Individual Aptitude, and Postschool Success. Results suggested that both structural and human capital constructs significantly relate to postschool success. However, the relative importance of the two types of factors varied by disability. For example, Family Thrive related to all disability groups similarly with the exception of mental retardation, while School Programs generally favored youth with learning disabilities and sensory impairments. An appendix offers background information on the NLTS sample. (Contains approximately 80 references.) (JDD)

ED 380 915

EC 303 788

Saint-Laurent, Lise And Others

*L'émergence de la lecture chez des enfants présentant des retards de développement: Programme de stimulation en milieu familial à l'intention des parents (The Emergence of Reading in Children with Developmental Delays: Stimulation Program in the Family Environment Guided by Parents).*

Centrale de L'Enseignement du Québec (Canada); Laval Univ., Québec (Québec).

Report No.—ISBN-2-921559-03-X

Pub Date—94

Note—36p.

Available from—Faculté des sciences de l'éducation, Université Laval, Sainte-Foy (Québec) G1K 7P4, Canada.

Journal Cit—Études et recherches; v1 n3 1994

Language—French

Pub Type—Guides - Non-Classroom (055)—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Reading, \*Developmental Delays, \*Early Intervention, \*Educational Strategies, Foreign Countries, French, \*French Canadians, Interaction, \*Literacy Education, Parents as Teachers, \*Prereading Experience, Preschool Children, Preschool Education, Program Implementation, Reading Programs

Identifiers—Canada

This booklet presents a reading and writing intervention program for French Canadian preschool children with developmental delays, to be implemented by parents or collaboratively by parents and teachers. The program calls for children to have frequent contacts with written language, in order to facilitate the development of a positive attitude towards reading and the acquisition of important basic knowledge and skills. The program involves daily interactive reading with the child and bi-weekly visits to a municipal library to borrow books. It also involves daily activities conducted in natural situations, such as reading words that the child finds in his or her environment and having adult caregivers model the value of reading. Suggestions are offered for making reading part of a daily routine, making it interesting to the child, helping the child to realize that the spoken words are the words written in the book, and verifying that the child understood the story. Guidelines are offered for choosing reading and writing materials. A bibliography of stories, magazines, and computer programs recommended for children is appended. (JDD)

ED 380 916

EC 303 789

*Social Security: Rapid Rise in Children on SSI*

RIE AUG 1995

*Disability Rolls Follows New Regulations. Report to the Honorable Gerald D. Klezka, House of Representatives.*

General Accounting Office, Washington, DC. Health, Education, and Human Services Div. Report No.—GAO/HEHS-94-225

Pub Date—Sep 94

Note—26p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free; \$2 each additional copy, accompanied by a check or money order made out to the Superintendent of Documents; 25 percent discount for 100 or more copies).

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Problems, Children, Court Litigation, \*Disabilities, \*Eligibility, Emotional Disturbances, Evaluation Criteria, \*Federal Aid, \*Incidence, Income, \*Medical Evaluation

Identifiers—Functional Assessment, Sullivan v Zabley, \*Supplemental Security Income Program, Supreme Court

In February 1990, the U.S. Supreme Court mandated in Sullivan versus Zabley that, in determining eligibility for Supplemental Security Income (SSI), the Social Security Administration expand its medical standards for assessing mental impairments in children and consider individualized functional assessments of how each child's impairment limits his/her ability to act and behave in age-appropriate ways. From 1989 to 1993, the number of children receiving SSI disability benefits more than doubled, growing from almost 300,000 to more than 770,000. Through 1992, the new functional assessment process added 87,900 children to the disability rolls who previously would have been denied benefits, accounting for about 30 percent of all awards made. Increases in the number of children awarded benefits because of mental impairments accounted for more than two-thirds of the growth in awards. Most awards to children with mental impairments go to those with mental retardation. The portion of mental awards to children with "behavior problems," such as attention deficit hyperactivity disorder, personality disorders, and autism/pervasive developmental disorders, has accounted for 22 percent of the awards made to children with mental impairments. An appendix describes the study's scope and methodology. (JDD)

ED 380 917

EC 303 790

*Johnson, Robert Clover, Ed. Cohen, Oscar P., Ed. Implications and Complications for Deaf Students of the Full Inclusion Movement. Occasional Paper 94-2.*

Gallaudet Research Inst., Washington, DC.

Pub Date—Oct 94

Note—88p.; Also produced by the Conference of Educational Administrators Serving the Deaf.

Available from—Robert Clover Johnson, Research Editor, Gallaudet Research Institute, HMB S421, Gallaudet University, 800 Florida Ave., N.E., Washington, DC 20002.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cultural Background, Deaf Interpreting, \*Deafness, Demography, \*Educational Philosophy, \*Educational Practices, Elementary Secondary Education, \*Inclusive Schools, Mainstreaming, Misconceptions, Peer Relationship, Position Papers, Special Classes, \*Special Education, Special Schools, Student Characteristics, Student Development, \*Student Placement

This collection of papers examines the controversy about the full inclusion movement for students with deafness. The collection begins with an introduction by Oscar P. Cohen which traces the history of education of deaf students, examines legal provisions used to justify full inclusion, and urges continuation of the continuum of special services. Other papers include: "Deaf Students and Full Inclusion: Who Wants To Be Excluded?" (Arthur N. Schildroth and Sue A. Hottel), which examines the demographics of deafness and educational placement; "The Potential Impact on Deaf Students of the Full Inclusion Movement" (Michael Stinson and Harry Lang), which considers the philosophy of inclusion and its social consequences on deaf children; "The Price of Dreams: Who Will Pay It?" (Claire Ramsey), which analyzes the relationship between full inclusion and American ideals and examines deaf student-hearing student interaction in mainstream settings; "An Interpreted Education: Inclusion or Exclusion?" (Elizabeth A. Winston),

which addresses whether educational interpreting provides access or creates new unanticipated barriers; "Replacing Myths about Deafness" (Oscar P. Cohen), which dismantles certain myths that are believed by inclusion advocates; "Mainstreaming and Inclusion: A Deaf Perspective" (Rachel Stone), which discusses the importance of deaf peers, deaf role models, and deaf culture in deaf children's formative years; "Psychosocial Implications of Full Inclusion for Deaf Children and Adolescents" (Irene Leigh), which focuses on the dangers full inclusion would impose on deaf children's psychosocial development; "National Association of the Deaf Statement on Full Inclusion"; and "Statement on Full Inclusion" (I. King Jordan). (Most papers contain references.) (JDD)

ED 380 918

EC 303 791

Bootel, Jaclyn A.

*CEC Special Education Advocacy Handbook.*

Council for Exceptional Children, Reston, VA. Dept. of Public Policy.

Report No.—ISBN-0-86586-259-1

Pub Date—95

Note—99p.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. R5087; \$17 non-members, \$12 members).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Activism, Advocacy, \*Change Agents, \*Child Advocacy, \*Disabilities, Educational Legislation, Educational Policy, Elementary Secondary Education, Legislators, \*Lobbying, Mass Media, Policy Formation, Political Issues, Public Officials, \*Special Education

This handbook, for individuals working with people who have disabilities, is designed to empower them to be a force for meeting the policy challenges in the communities in which they live and work. It is designed to help in channeling one's strength, commitment, and knowledge of the special education field into effective advocacy efforts. The handbook includes background and technical information to help in implementing positive special education policies. It describes the history and evolution of current concerns and explains successful advocacy efforts upon which to draw. It discusses the basic tools for advocacy, which include knowledge of the legislative or regulatory process, effective communication skills, and effective access to the media. It illuminates what motivates both elected and non-elected officials, what catches their attention, and what makes them respond. It demystifies policy making so the reader understands that influencing the outcome is within one's power. The handbook also offers advice on building coalitions, framing key issues and packaging important information, and understanding how to use the media as a tool to advance a cause. A glossary and several masters for overhead transparencies conclude the handbook. (Contains 13 references.) (JDD)

ED 380 919

EC 303 792

Deubner, Sharon And Others

*Fullstream: Empowerment for Life.*

Pub Date—Apr 93

Note—44p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Programs, College Students, \*Disabilities, \*Inclusive Schools, Lifelong Learning, \*Mentors, Postsecondary Education, Program Administration, Program Implementation, Severe Disabilities, \*Student Development, Supported Employment, \*Transitional Programs, Work Experience Programs

Identifiers—\*Collin County Community College TX, \*Empowerment

The Fullstream Project is a transition support system which focuses on including students who are 18-21 years old with moderate to severe disabilities at Collin County Community College in Texas. The project's vision is that the community college will become a lifelong center for growth and fellowship for individuals with disabilities. Fullstream Project students have the opportunity to expand their horizons in age-appropriate environments by exploring academic and recreational activities on the college campus. Students with disabilities are paired with student mentors who help them attend integrated college classes, who assist in class group work,

homework, and social skill activities inside and outside of class; and who advocate for their "paired" student. Class work is modified and adapted by a certified special education teacher/inclusion facilitator. Students with disabilities are also working in the competitive work force with the support of job coaches and job developers. This conference presentation offers the project philosophy, objectives, admission and registration procedures, an outline of differences between high school and college, issues faced in project implementation, facilitator issues, student issues, student mentor issues, sample individualized education plans, and various forms used in project administration. (JDD)

**ED 380 920** EC 303 793

*Hargrave, Elizabeth. And Others*  
**Resources Related to Children and Their Families Affected by Alcohol and Other Drugs.**  
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—Sep 94

Contract—HS-91-01-1001

Note—25p.; A product of the National Early Childhood Technical Assistance System.

Available from—Coordinating Office, 500 Nations-Bank Plaza, 137 E. Franklin St., Chapel Hill, NC 27514.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Alcohol Abuse, Drug Abuse, Family Involvement, Family Programs, \*Federal Programs, Financial Support, Incidence, \*Information Sources, \*National Organizations, Organizations (Groups), Prenatal Influences, \*Substance Abuse, Young Children

This guide describes a variety of resources that serve young children and their families affected by substance use. It was created to assist state and local program personnel and others to access resources that can assist them in developing comprehensive services for young children and their families who have been affected by alcohol and other drugs. An introduction examines the incidence of substance abuse and the number of babies born prenatally exposed to alcohol and illegal substances. The resources are then presented, organized within three sections: (1) national training and information resources (35 resources listed); (2) state programs and agencies (6 sample agencies listed); and (3) federal funding sources (37 resources listed). An additional section presents information on locating grant funds from federal agencies and from private foundations and corporations. (Contains 12 references.) (JDD)

**ED 380 921** EC 303 794

**Federal Outlook for Exceptional Children: Budget Considerations and CEC Recommendations. Fiscal Year 1996.**

Council for Exceptional Children, Reston, VA. Dept. of Public Policy.

Report No.—ISBN-0-86586-261-3

Pub Date—Jan 95

Note—82p.; For Fiscal Year 1995 Outlook, see ED 375 564.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. R5099; \$14.30 non-members, \$10 members).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Disabilities, Early Childhood Education, Educational Finance, Educational Policy, Elementary Secondary Education, \*Federal Aid, \*Federal Programs, \*Gifted, Postsecondary Education, \*Special Education, State Federal Aid Identifiers—\*Council for Exceptional Children

This fiscal year 1996 guide is designed to explain federal programs for children with exceptionalities and the needs that are met by each program. The guide begins with a budget overview; a table listing fiscal year 1995 appropriations, fiscal year 1996 authorizations, and Council for Exceptional Children (CEC) recommendations for several federal programs; and a graph showing changes in the distribution of specific disabilities for children ages 6-21 from 1976 to 1992. The guide presents "success stories" to help in visualizing the impact special education has on a child with a disability. Specific federal programs are then described, with the following information for each: appropriations, authorizing provision, purpose, who receives funding, kinds of activities supported, allocations by state,

funding considerations, and CEC recommendation. Programs described include State and Local Grant Program, Preschool Grants, Early Intervention Program, Deaf-Blind Programs and Services, Regional Resource Centers, Programs for Children with Severe Disabilities, Early Childhood Education, Programs for Children and Youth with Serious Emotional Disturbance, Postsecondary Education Programs, Secondary Education and Transitional Services, Innovation and Development, Special Education Technology, Educational Media and Captioning Services, Special Education Personnel Development, Clearinghouses, Evaluation and Program Information, and Gifted and Talented Grants. (JDD)

**ED 380 922** EC 303 795

**Handbook on Specific Learning Disabilities.**

Mid-South Regional Resource Center, Lexington, Ky.; North Carolina State Dept. of Public Instruction, Raleigh. Div. of Exceptional Children's Services.

Pub Date—91

Note—128p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Curriculum, \*Delivery Systems, \*Disability Identification, Educational Diagnosis, \*Educational Methods, \*Educational Practices, Elementary Secondary Education, Intervention, \*Learning Disabilities

Identifiers—\*North Carolina

This handbook was developed as a resource on learning disabilities (LD) for North Carolina educators. The first section covers guidelines for identifying, diagnosing, and developing services for LD students. The handbook then provides an overview of effective practices for teaching students with learning disabilities and some ideas for structuring programs at the elementary and secondary school levels. Several special topics are then addressed: practical tips for teachers, LD students in the regular classroom, computer applications, transition planning, and social skills. Appendices provide curricular area information and resources, a list of organizations and journals in the LD field, a software review form, addresses for publishers of software and textbooks, a list of general books on learning disabilities, and a case study on the identification and implementation of services for an LD student. (Most sections contain references.) (JDD)

**ED 380 923** EC 303 796

*Valdivia, Rebecca*

**Practical Ideas and Resources for Offering a Quality Group Program to Spanish-Speaking Families and Their Infants and Toddlers.**

Pub Date—Oct 94

Note—52p.; Paper presented at the Annual Conference of the Division for Early Childhood, Council for Exceptional Children (10th, St. Louis, MO, October 5-9, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Bilingual Education Programs, \*Early Intervention, \*Family Involvement, Instructional Development, Language Acquisition, Language Impairments, \*Native Language Instruction, Preschool Education, \*Spanish Speaking, Toddlers

This conference presentation describes services to Spanish speaking families developed by the Hope Infant Family Support Program in San Marcos, California. It discusses the program's evolution from one-on-one translation, to a more bilingual program, to monolingual Spanish, and shares the pitfalls and the successful strategies encountered in offering family-centered services in Spanish. Advantages of teaching a child in his natural language are listed, along with strategies for implementing such an instructional program. Sample program materials are provided, such as a sample schedule of learning activities, lyrics to children's Spanish songs, and instructions for arts and crafts activities. The importance of fathers' participation is emphasized. A list of publishers of picture books and other resources is offered. (JDD)

**ED 380 924** EC 303 798

**Rights and Responsibilities of Employees with Disabilities on the Job. Creating Employment Opportunities Project.**

Missouri Univ., Columbia. Dept. of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—94

Contract—H078C20011-92

Note—14p.; A product of the Center for Innovations in Special Education.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adults, Civil Rights, \*Civil Rights Legislation, \*Disabilities, Disability Discrimination, Employment Opportunities, \*Equal Opportunities (Jobs), Federal Legislation, \*Job Application, Labor Legislation, Self Disclosure (Individuals)

Identifiers—\*Americans with Disabilities Act 1990, Job Accommodations (Disabilities)

This pamphlet, designed to assist people with disabilities in the job search process, discusses Title I of the Americans with Disabilities Act (ADA) and job search issues. The ADA's definitions and protections are outlined, and the types of employers covered under the ADA are noted. The pamphlet emphasizes that the ADA is not affirmative action legislation but civil rights legislation. It discusses the job applicant's rights concerning confidentiality, accommodation, job program accessibility, and insurance. It answers questions concerning disclosure of the disability, determination of the type of accommodation needed, and procedures for filing discrimination complaints. (JDD)

**ED 380 925** EC 303 799

**Rights and Responsibilities of Faculty Concerning Students with Disabilities. Creating Employment Opportunities Project.**

Missouri Univ., Columbia. Dept. of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—94

Contract—H078C20011-92

Note—17p.; A product of the Center for Innovations in Special Education.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Assistive Devices (for Disabled), Civil Rights, Civil Rights Legislation, College Students, \*Compliance (Legal), \*Disabilities, Educational Legislation, Federal Legislation, Higher Education, Inclusive Schools, \*Student Personnel Services, \*Teacher Responsibility, \*Teacher Rights

Identifiers—Americans with Disabilities Act 1990, Missouri, Rehabilitation Act 1973 (Section 504)

This booklet addresses responsibilities and rights of faculty interacting with postsecondary students who have disabilities and the legislation determining those responsibilities and rights. It focuses on the requirements of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. For each of the two laws, definitions are provided and the role of the compliance coordinator is outlined. The booklet discusses the issue of confidentiality in dealing with disability-related information, the instructor's right to discuss concerns about academic adjustments with the Disabled Student Service provider, the issue of "special privileges," the instructor's responsibility to make the classroom environment open to students with disabilities, payment for auxiliary aids and services, responsibilities concerning field trips and outside programs, personal consequences if instructors do not provide the accommodations requested, and common tips on disability etiquette. A list of six national resource organizations and three Missouri resource organizations concludes the booklet. (JDD)

**ED 380 926** EC 303 800

**Rights and Responsibilities of Students with Disabilities in the Postsecondary Setting. Creating Employment Opportunities Project.**

Missouri Univ., Columbia. Dept. of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—94

Contract—H078C20011-92

Note—15p.; A product of the Center for Innovations in Special Education.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Assistive Devices (for Disabled), \*Civil Rights, Civil Rights Legislation, College Students, Compliance (Legal), \*Disabilities, Educational Legislation, \*Eligibility, Federal Legisla-

tion, Higher Education, \*Student Personnel Services, \*Student Responsibility, \*Student Rights Identifiers—Americans with Disabilities Act 1990, Missouri Rehabilitation Act 1973 (Section 504). This booklet addresses the provisions of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 that impact on responsibilities and rights of postsecondary students with disabilities. The booklet discusses eligibility to receive academic adjustments, procedures for acquiring academic adjustments, grievance procedures in cases of disagreement with academic adjustments, the issue of confidentiality, "special privileges," eligibility for a course substitution or waiver, payment for academic adjustments, rights of international students, and strategies for self-advocacy. The booklet concludes with a list of six national resource organizations and three Missouri resource organizations. (JDD)

ED 380 927

EC 303 801

**Abduler, Susan**  
**The HyperSign Project.**  
New York City Board of Education, Brooklyn, N.Y.  
Pub Date—Mar 95  
Note—33p; Paper presented at the Florida Assistive Technology Impact and the Technology and Media Division of the Council for Exceptional Children Annual Conference (4th, Orlando, FL, March 2-4, 1995).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Computer Assisted Instruction, \*Deafness, Demonstration Programs, Educational Technology, Elementary Secondary Education, \*Hypermedia, Independent Study, Inservice Teacher Education, \*Instructional Development, Interactive Video, \*Literacy Education, \*Optical Disks, \*Sign Language  
Identifiers—HyperSign Immersion Project NY, New York City Board of Education

This report describes ongoing activities and results of the HyperSign Immersion Project developed at the Public School for the Deaf in New York City, New York. The project's objectives were to: (1) provide a means to enable Deaf students to assume a self-directed role in education; (2) provide an on-site prototype of a technologically supportive environment for the improvement of basic literacy and math skills in Deaf students; and (3) train teachers to use these new tools to develop sign language-supported modules in their own subject areas, choosing their own means, vision, and style to create lessons. The project produced an interactive compact disc (CD) called *Streetsigns* which included 650 signs for use on a school-based computer system. The signs are organized into 24 categories of sign vocabulary based on metaphors of city life, such as subway, restaurant, police station, and library. The signs can be easily incorporated into teacher-authored and student-authored projects. The "StreetSigns" CD works smoothly with word processing, desktop publishing, database, presentation, authoring tools, and works programs. Teachers and students have developed several projects using the technology. A description of the contents of the "Street Signs" CD and techniques for navigating through the computer software are appended. (JDD)

ED 380 928

EC 303 802

**Clinton, Janice S.**  
**Taming the Technology.**  
Florida Diagnostic and Learning Resources System, West Palm Beach.  
Pub Date—Mar 95  
Note—112p; Paper presented at the Florida Assistive Technology Impact and the Technology and Media Division of the Council for Exceptional Children Annual Conference (4th, Orlando, FL, March 2-4, 1995).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price—MF01/PC05 Plus Postage.**

Descriptors—\*Assistive Devices (for Disabled), \*Augmentative and Alternative Communication, \*Case Studies, \*Communication Aids (for Disabled), \*Computer Selection, \*Disabilities, Educational Technology, Elementary Secondary Education, Equipment Evaluation, Equipment Utilization, Microcomputers, Problem Solving, Selection  
Identifiers—\*Palm Beach County Schools FL

This document reports on efforts to find technology-based solutions for the diverse challenges faced by students with disabling conditions. Twenty-three case studies describe actual scenarios experienced in the school district of Palm Beach County, Florida. For each case study, a situation is described, a challenge is identified, solutions are considered, an assessment is made to select the most appropriate system, and expenditures for the selected system are determined. The case studies deal with students with the following disabilities: arthrogryposis, cancer, cerebral palsy, educable mentally handicapped, emotionally disabled, gifted learning disabled, hearing impaired, muscular dystrophy, near drowning, post encephalitic generalized dystonia, stroke, traumatic brain injury, traumatic spinal cord injury, and visually impaired. Twelve vignettes are then presented, describing school situations that involve the use of assistive technology and challenging the reader to develop strategies to solve the problems described. A list of vendors is supplied, and school district procedures for placement of adaptive/assistive equipment for students with disabilities are included. (JDD)

ED 380 929

EC 303 803

**Denny, George S. Carson, Ellen K.**  
**Perceptions of Campus Climate for Students with Disabilities.**

Spons Agency—Arkansas Univ., Fayetteville.  
Dept. of Educational Leadership, Counseling, and Foundations.

Pub Date—Jul 94

Note—38p; Funding also received from the Office for Campus Access at the University of Arkansas, Fayetteville.

Pub Type—Reports—Research (143)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*Accessibility (for Disabled), College Students, \*Disabilities, \*Educational Environment, Higher Education, Interaction, Peer Acceptance, \*Peer Relationship, Perception, Physical Mobility, Social Attitudes, \*Social Behavior, Social Integration, \*Student Attitudes, Student Personnel Services, Teacher Attitudes  
Identifiers—\*Attitudes toward Disabled

Forty-one college students with disabilities were surveyed to obtain their perceptions of how other students, faculty, and staff view them and to collect data about the accessibility of the university campus. A majority of the students surveyed believed that others viewed them as capable. Approximately one-fourth felt that others responded to them in a supportive manner, and one-half believed that others responded as if the disability did not matter. An 11-statement scale (the Positive Social Attitude Scale) was developed to measure subjects' perceptions of other students' interaction with students with disabilities. The scale identified social behavior as the strongest factor in explaining variance. Subjects who had a more positive perception of others perceived less resentment from others. Subjects' comments from an open-ended section of the survey questionnaire are presented, focusing on recommendations to encourage acceptance and increase social contact for students with disabilities. Recommendations include faculty modeling of positive behavior in interacting with students with disabilities and increased use of cooperative work in classrooms. Decreasing physical barriers is also believed to increase social interaction by improving access to university-sponsored events (via bus service expansion, for example). (JDD)

ED 380 930

EC 303 804

**Zuckerman, Karen, Ed.**  
**People with Disabilities: Alcohol, Tobacco, and Other Drugs Resource Guide. Drug Free by the Year 2000.**

National Clearinghouse for Alcohol and Drug Information (DHHS), Rockville, MD; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.

Report No.—DHHS-SMA-94-2066

Pub Date—93

Note—23p.

Available from—National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345 (Order No. MS461).

Pub Type—Reference Materials—Bibliographies (131)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Alcohol Abuse, Alcoholism, \*Disabilities, \*Drug Abuse, Drug Addiction, Organizations (Groups), \*Prevention, Publications, Substance Abuse

This resource guide provides information for counselors, physical therapists, and mental health professionals about alcohol and other drug problems of individuals with physical disabilities. The guide begins with 26 listings of prevention materials, including brochures, videotapes, classroom materials, and other items. Information provided for each listing includes publication or production date, length, target audience, setting, readability, availability, and a paragraph-length annotation. The guide then presents annotations for nine government publications and journal articles and six other publications dealing with drug abuse. The guide concludes with a list of 16 groups, organizations, and programs dealing with people who have disabilities. (JDD)

ED 380 931

EC 303 805

**The Americans with Disabilities Act: Ensuring Equal Access to the American Dream.**

National Council on Disability, Washington, DC.  
Pub Date—26 Jan 95

Note—52p; Prepared under contract by Edward P. Burke.

Available from—National Council on Disability, 1331 F ST., N.W., Suite 1050, Washington, DC 20004-1107.

Pub Type—Reports—Evaluative (142)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—\*Accessibility (for Disabled), Civil Rights, \*Civil Rights Legislation, \*Compliance (Legal), \*Disabilities, Employment Opportunities, \*Equal Opportunities (Jobs), \*Federal Legislation, Labor Legislation, Program Implementation

Identifiers—\*Americans with Disabilities Act 1990, Washington (Seattle)

This report measures progress in the implementation of the Americans with Disabilities Act of 1990 (ADA). The report notes the life experiences of people with disabilities and the social values which led to passage of the ADA, and reviews early signs of implementation success. The report then summarizes findings and recommendations emanating from a February 1994 national meeting of experts and from an August 1994 roundtable discussion in Seattle, Washington, which provided a local perspective on the law's impact. Five themes emerging from the national meeting included: correct misunderstandings regarding the ADA, improve educational efforts, clarify and strengthen the legal framework, provide resources and coordinate federal enforcement efforts, and provide more technical assistance. The Seattle roundtable focused on issues of employment, public services, public accommodations and services operated by private entities, telecommunications, transportation, and implementation at the local and state level. The report finds that impressive progress has occurred in the law's implementation, though further efforts are necessary in order to increase public awareness, provide education and clarification regarding ADA provisions, and provide resources necessary to encourage voluntary compliance and ensure effective enforcement. Appendices offer a brief description of the ADA; a list of national meeting participants; statistical information on the ADA as of September 30, 1994; and a description of the National Council on Disability. (JDD)

ED 380 932

EC 303 806

**Ferguson, Dianne, And Others**  
**Including Exceptions: A System for Educating Students with Dual Sensory Impairments and Other Extreme Disabilities in General Education Settings. A Final Report.**

Oregon Univ., Eugene.  
Spons Agency—Department of Education, Washington, DC.

Pub Date—[94]

Contract—HO25F10001

Note—114p; A product of the Specialized Training Program.

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC05 Plus Postage.**

Descriptors—\*Deaf Blind, \*Educational Strategies, Elementary Secondary Education, Inclusive Schools, \*Mainstreaming, Multiple Disabilities, Social Integration, \*Student Experience, \*Teaching Models

The Including Exceptions in Schools (IES) Project attempted to develop, implement, and validate a system for educating students with the most extreme dual sensory and other cognitive, physical, and health impairments in general education settings. The project involved 17 elementary and secondary students in Oregon, Idaho, and Louisiana

over a 3-year period. The project's components addressed: curriculum and teaching design, students' learning membership, and technical support. The IES was designed to be teacher friendly, incorporate all perspectives, emphasize ongoing creative problem solving, and be accomplishment-based. The project aims to avoid dependence upon teaching tiny isolated skills and relying on passive presence, by asking teachers to think less about adding to students' behavioral repertoires and more about increasing opportunities for students to practice their admittedly small and tenuous current behaviors in real school and community activities. Overall, some improvement was accomplished in the educational experiences of each participating student. However, the types and amount of change varied according to the constraining or facilitating nature of the student's placement and professionals' perspective. Attachments present tools and procedures, data collection documents, and liaison support summaries. (Contains 38 references.) (JDD)

ED 390 933

EC 303 807

Morgan, Elizabeth C.

**A National Inservice Training Model for Training Early Interventionists in a Low Incidence Disabling Condition: Visual Impairment. Project VIISA Final Report.**

Utah State Univ., Logan. Dept. of Communicative Disorders.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

Pub Date—30 Jan 95

Contract—H024P10007-92

Note—255p.; A product of SKI-HI Institute.

Pub Type—Reports - Descriptive (141) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Blindness, Distance Education, Early Intervention, Home Programs, Independent Study, Inservice Education, Inservice Teacher Education, Instructional Development, National Programs, Preschool Education, Teaching Models, Training, Visual Impairments

The VIISA (Vision Impaired In-Service in America) training model provided early intervention/childhood professionals with training that would help them better serve preschoolers, ages birth to five, with blindness and visual impairment. Materials and procedures for two courses were developed and taught to 344 participants in 9 states over a 3-year period. The first course focused on working with infants and toddlers in home-based programs and the second course focused on working with children ages 3 to 5 and their families in center-based preschool settings. Each course was taught over an 11 to 13 week period and consisted of: (1) an initial onsite classroom teaching at a central location; (2) homestudy units, with readings and written assignments to be mailed to the instructor, some involving observations and hands-on minipracticum experiences; (3) a 3-hour class involving videotaped material and a conference call between instructor and students located at regional sites; and (4) a final onsite class. Through the courses, participants became acquainted with specialized learning needs, curricula, teaching strategies, assessment tools, and learning materials. Near the end of the project, staff trained local instructors and assisted seven states in setting up the inservice training model using their own state instructors. This final report describes objectives, conceptual framework, activities, evaluation findings, and future activities. Appendices contain materials from the courses' training guides and program evaluation questionnaires. (JDD)

ED 390 934

EC 303 808

**An Assessment Instrument for Families: Evaluating Employment Programs for Individuals with Deaf-Blindness.**

Helen Keller National Center - Technical Assistance Center, Sands Point, NY.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jan 95

Contract—H025E20001

Note—21p.; Cover title varies slightly.

Pub Type—Tests/Questionnaires (160) - Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—"Deaf Blind," Employment Opportunities, "Employment Programs," Evaluation Methods, Occupational Information, Program Evaluation, Social Integration, Vocational Evalu-

ation, Work Environment, Young Adults

This employment assessment tool for parents of young adults with deaf-blindness was created to assist in examining strengths and weaknesses of various employment programs in relation to their child's employment wants and needs, to guide parents in advocating for what is needed from a specific job to ensure their child's success, and to provide a user-friendly instrument. The tool covers seven areas: vocational assessment activities, job development/job match activities, job site characteristics, job description, health and safety issues, socialization on the job, and available supports. The instrument can be used to: (1) stimulate thinking during the initial stages of considering employment and assessing whether this might be a valuable experience for a family member; (2) help when looking at several specific jobs and assessing how they match the young adult's skills, interests, preferences, and personality; and (3) organize the many questions to be asked when considering a specific job and support package for a young adult. (JDD)

ED 390 935

EC 303 809

Everson, Jane M., Ed.

**Transition Services for Youths Who Are Deaf-Blind: A "Best Practices" Guide for Educators.**

Helen Keller National Center - Technical Assistance Center, Sands Point, NY.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jan 95

Contract—H025E20001

Note—164p.

Pub Type—Collected Works - General (020) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Communication Skills, "Deaf Blind," Educational Practices, Employment Opportunities, Evaluation Methods, Family Involvement, Health Needs, Individualized Education Programs, Leisure Time, Medical Services, Postsecondary Education, Recreational Activities, Secondary Education, Skill Development, Social Integration, Social Life, Student Evaluation, Transitional Programs, Travel Training, Visually Impaired Mobility

This collection of 10 papers addresses "best practices" in the development of transition services for youths who are deaf-blind. The papers include quality indicators checklists, transition planning checklists, and other assessment tools. The papers have the following titles and authors: "Overview of Transition Services for Youths Who Are Deaf-Blind" (Jane M. Everson); "Including Transition Services in the IEPs of Youths Who Are Deaf-Blind" (Jane M. Everson and Joan Houghton); "Communication Instruction and Supports for Transition-Age Youths Who Are Deaf-Blind" (deVergne Goodall); "Addressing the Medical and Health Issues of Transition-Age Youths Who Are Deaf-Blind" (Theresa Carr and Joan Houghton); "Orientation and Mobility for Transition-Age Youths Who Are Deaf-Blind" (Joan Houghton); "Developing Employment Opportunities for Youths Who Are Deaf-Blind" (Janet Stevely and others); "Developing Recreation and Leisure Time Opportunities for Youths Who Are Deaf-Blind" (Kathleen McNulty); "Postsecondary Education Opportunities for Youth Who Are Deaf-Blind" (JoAnn Enos); "Expanding Social Opportunities for Youths Who Are Deaf-Blind" (JoAnn Enos); and "Family Involvement in the Transition Process for Youths Who Are Deaf-Blind" (Kathleen McNulty). (Each chapter contains references.) (JDD)

ED 390 936

EC 303 810

Ferguson, Susan Ripley, Suzanne

**Como Comunicarse con la Escuela a Traves de la Correspondencia: Guia para Padres (How To Communicate with the School through Letter-writing: A Parent's Guide).**

Academy for Educational Development, Inc., New York, N.Y.; National Information Center for Children and Youth with Disabilities, Washington, DC.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Nov 94

Contract—H030A30003

Note—21p.; A translation into Spanish of ED 351 831.

Available from—NICHCY, P.O. Box 1492, Washington, DC 20013 (free).

Language—Spanish

Pub Type—Guides - Non-Classroom (055) - Translations (170)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communication Skills, "Disabilities," Due Process, Elementary Secondary Education, Eligibility, Individualized Education Programs, Letters (Correspondence), Parent Rights, Parent Role, "Parent School Relationship, Referral," Special Education, Student Evaluation, Student Placement

This guide is intended to help parents understand how a child becomes eligible for special education and related services and how to use letter writing to effectively communicate with the school when necessary. Initial information is presented in question-and-answer format and letters to request services. Sample letters are offered for the parent who wants to: (1) discuss a problem, (2) request an initial evaluation for special education, (3) request a meeting to review the Individualized Education Program, (4) request a change of placement, (5) request records, (6) request an independent evaluation, (7) request a due process hearing, (8) follow up on a previous letter, and (9) give positive feedback. An attachment presents a flow chart of the special education process from initial referral through evaluation, meetings, and final agreement. (DB)

ED 390 937

EC 303 811

Kupper, Lisa, Ed.

**Preguntas y Respuestas sobre IDEA (Questions and Answers about the IDEA).**

Academy for Educational Development, Inc., New York, N.Y.; National Information Center for Children and Youth with Disabilities, Washington, DC.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Nov 94

Contract—H030A30003

Note—21p.; For English edition, see ED 370 273.

Available from—NICHCY, P.O. Box 1492, Washington, DC 20013-1492 (free).

Journal Cit—NICHCY News Digest; v3 n2 Nov 1994

Language—Spanish

Pub Type—Guides - Non-Classroom (055) - Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Compliance (Legal), "Disabilities," Due Process, Educational Legislation, Elementary Secondary Education, Eligibility, "Federal Legislation, Federal Regulation, Individualized Education Programs, Legal Responsibility, Mainstreaming, Preschool Education, Special Education, Student Evaluation

Identifiers—"Individuals with Disabilities Education Act

This digest examines the mandates and requirements of the Individuals with Disabilities Education Act (IDEA). (Its scope does not include the IDEA's Part H program.) The digest gives a brief history of the IDEA, procedures for obtaining a copy of the IDEA and its regulations, and procedures for obtaining a copy of an individual state's special education law. A section on the purposes and promises of the IDEA reviews the definition of a free appropriate public education, eligibility requirements, the concept of the least restrictive environment, and types of related services. The next section discusses how to access special education services, focusing on evaluation of the child, parental disagreement with evaluation results, use of evaluation results, and re-evaluations. The Individualized Education Program (IEP) is described, and information is provided on the role of educators and parents in developing the IEP. Procedural safeguards established to protect the rights of parents and students and to provide a mechanism for resolving disputes are reviewed. The IDEA's definitions of disabilities and IDEA regulations concerning selected components of the IEP are attached. (JDD)

ED 390 938

EC 303 812

Ripley, Suzanne

**Operating a Local Information and Referral Center. NICHCY Technical Assistance Guide, Volume I.**

Academy for Educational Development, Inc., Washington, D.C.; National Information Center for Children and Youth with Disabilities, Washington, DC.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—Dec 94

Contract—H030A30003

Note—75p.

Available from—NICHY, P.O. Box 1492, Washington, DC 20013 (free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Community Information Services, \*Disabilities, \*Information Centers, Information Dissemination, Information Management, Information Services, Outreach Programs, \*Program Development, Program Evaluation, \*Referral

This guide offers an overview of important areas in operating a disability-related information and referral center (I&R) and contains many design and management suggestions. The guide is written for individuals operating or designing a "grassroots" information and referral center with only a few employees but a fair number of volunteers, serving a primary audience within a limited radius of the local community, with limited funding. The guide explores, in basic terms, the function of information and referral centers in the disability field; the process of organizing an I&R; how to put together and organize a basic resource collection; the daily functioning of an I&R; staffing an I&R, including the role of information specialists; the nature of the information and referrals an I&R provides; the necessity of outreach; effective dissemination processes for timely responses to the I&R's audience; and the importance of evaluating the I&R's work. (Contains 33 references.) (JDD)

ED 380 939

EC 303 813

Kupper, Lisa, Ed.

Accessing the ERIC Resource Collection. A Parent's Guide. Revised Edition.

Academy for Educational Development, Inc., Washington, D.C.; National Information Center for Children and Youth with Disabilities, Washington, DC.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—Jan 95

Contract—H030A30003

Note—9p. For previous edition, see ED 330 131. Available from—NICHY, P.O. Box 1492, Washington, DC 20013 (free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Clearinghouses, \*Databases, \*Disabilities, Elementary Secondary Education, Information Centers, Information Retrieval, \*Information Services, Information Sources, Library Services, Postsecondary Education, Pre-school Education

Identifiers—\*ERIC, ERIC Clearinghouse on Disability and Gifted Educ

This guide describes ERIC (the Educational Resources Information Center) as a system of 16 clearinghouses and 5 support units providing many types of information services related to education, and also describes ERIC as a bibliographic database where descriptions of education-related documents and articles are maintained. It explains how to get started using ERIC; how to use a computer to access the ERIC database; and how to obtain articles or documents identified through searches of the ERIC system. The guide also reports how to access the ERIC clearinghouse that specifically focuses on information about disabilities (the Clearinghouse on Disabilities and Gifted Education) and describes its products and services. The guide displays a sample ERIC document resume; presents names, addresses, telephone and fax numbers, and scope notes for each of the 16 ERIC clearinghouses; and lists two suggested readings. (JDD)

ED 380 940

EC 303 814

Kupper, Lisa, Ed.

Reading and Learning Disabilities. NICHY Briefing Paper, Update.

Academy for Educational Development, Inc., Washington, D.C.; National Information Center for Children and Youth with Disabilities, Washington, DC.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—Jan 95

Contract—H030A30003

Note—17p. For previous edition, see ED 345 471. Available from—NICHY, P.O. Box 1492, Washington, DC 20013 (free).

Pub Type—Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adults, Children, Diagnostic Tests, Disability Identification, \*Education

ational Diagnosis, Elementary Secondary Education, \*Intervention, \*Learning Disabilities, Organizations (Groups), Parent Role, Publications, \*Reading Difficulties, Resources

This information brief aims to describe common learning disabilities that can cause reading problems and to assist the reader in accessing organizations that can provide appropriate help. The paper begins with a note about the many reasons why a person might have difficulty in developing reading skills. It then presents an article by Larry B. Silver titled "A Look at Learning Disabilities in Children and Youth," which describes types of learning disabilities, how they are detected, and how they are treated. The next section of the paper offers suggestions for parents in how to help their school-age children learn. The paper also discusses adults with reading or learning problems, emphasizing diagnostic testing and the help that is available. The paper concludes with a list of 13 readings for families, 10 readings for adults, and 18 readings for educators, as well as descriptions of 19 government and volunteer organizations. (JDD)

ED 380 941

EC 303 815

O'Brien, John O'Brien, Connie Lyle

Unfolding Capacity: People with Disabilities and Their Allies Building Better Communities Together.

Minnesota Univ., Minneapolis. Research and Training Center on Community Living; Responsive Systems Associates, Lithonia, GA.

Spons Agency—Minnesota Univ., Minneapolis. Inst. on Community Integration; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC; Syracuse Univ., NY. Center on Human Policy.

Pub Date—(93)

Contract—H133B80048

Note—26p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advocacy, Community Cooperation, Community Role, \*Community Support, Deinstitutionalization (of Disabled), Independent Living, Individual Development, \*Normalization (Disabilities), \*Severe Disabilities, \*Social Integration

This paper offers a perspective on people learning to build community, across the imposed social barriers that separate people with substantial disabilities from other people. The paper presents the story of a woman who was able to move from an institutional setting to her own home because of the community-building carried out by her support circle. Such community-building involves negotiating entry into new settings and new roles, usually as the first person with a substantial disability to do so; arranging adequate systems of personal assistance; acquiring appropriate technical aids and devices; and finding adequate funding. Five types of person to person commitments which people involved in community building have found useful in understanding and extending their efforts are discussed. These include: (1) anchoring the individual who has a disability, (2) allying with the person to make meaningful change, (3) providing assistance in dealing with the effects of disability, (4) forming associations of groups of people created to further their interests, and (5) organizing political action to ensure just and effective public policies. People who share these five commitments and nurture them are likely to create new ways to build and be a community. (Contains 10 references.) (JDD)

ED 380 942

EC 303 816

Expanded Opportunities for Youth and Adults with Disabilities. Job Training Reform Amendments of 1992.

National Transition Network, Minneapolis, MN. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—93

Contract—H158G20002

Note—9p.

Available from—National Transition Network, Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Dr. S.E., Minneapolis, MN 55455 (available in alternative formats).

Journal Cit—Policy Update; Spr 1993

Pub Type—Collected Works - Serials (022) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, \*Disabilities, \*Education Work Relationship, Eligibility, Employment Opportunities, \*Employment Programs, Federal

Legislation, \*Job Training, Public Policy, Secondary Education, \*Transitional Programs, Youth Identifiers—\*Job Training Partnership Act Amendments 1992

This policy update discusses key aspects of the Job Training Reform Amendments of 1992 (Public Law 102-367) that have potential implications for transition services for individuals with disabilities. The discussion focuses on participant eligibility, criteria established for "hard-to-serve" individuals, support for training and employment programs addressing transition, interagency coordination, Private Industry Council membership, performance standards, nondiscrimination protections, and authorization of state-level Human Resource Investment Councils. A table displays state-by-state participation rates for program year 1991, indicating the number of adults and youth who "terminated" from job training programs and the number and percentage of these "terminees" that have disabilities. Strategies for increasing program participation levels among youth and adults with disabilities are outlined. (JDD)

ED 380 943

EC 303 817

Provisions for Youth with Disabilities in Vocational Education. 1992 Carl Perkins Act Final Regulations.

National Transition Network, Minneapolis, MN. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—93

Contract—H158G20002

Note—5p.

Available from—National Transition Network, Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Dr. S.E., Minneapolis, MN 55455 (available in alternative formats).

Journal Cit—Policy Update; Fall 1993

Pub Type—Collected Works - Serials (022) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, \*Disabilities, \*Educational Opportunities, Federal Legislation, \*Federal Regulation, Legal Problems, Secondary Education, Student Participation, \*Transitional Programs, \*Vocational Education

Identifiers—\*Carl D Perkins Voc and Appl Techn Educ Act 1990

This transition policy update presents regulatory language associated with key provisions of the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, as set forth in the August 14, 1992 issue of the "Federal Register." The discussion focuses on: the inclusion of youth with disabilities within the term "special populations"; information dissemination to special populations about vocational education opportunities; equitable participation in vocational education; full participation in vocational education; distinction between "project" and "program"; and input into state plans by parents and advocates for students with disabilities. The paper concludes that the final regulations for the Perkins Act are undergoing substantive legal challenges, but that students, their parents, and advocates should expect local vocational programs to be responsive in the areas of information dissemination, recruitment, services, and transition. (JDD)

ED 380 944

EC 303 818

Benefits for Individuals Making Transition from School to Adult Life. Supplemental Security Income Program.

National Transition Network, Minneapolis, MN. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—94

Contract—H158G20002

Note—7p.

Available from—National Transition Network, Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Dr. S.E., Minneapolis, MN 55455 (available in alternative formats).

Journal Cit—Policy Update; Spr 1994

Pub Type—Collected Works - Serials (022) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Disabilities, Education Work Relationship, \*Eligibility, \*Federal Programs, Financial Needs, \*Financial Support, High Schools, Incentives, \*Income, \*Public Policy, Transitional Programs, Youth

Identifiers—\*Supplemental Security Income Pro-

## gram, Work Incentives

This policy update provides an overview of the Supplemental Security Income (SSI) program as it applies to youth with disabilities at the time of their transition from high school. The paper defines "disabled individual" and "substantial gainful work," outlines how income and resources are identified for determining eligibility, notes other eligibility requirements, and reports how the amount of an individual's SSI payment is determined. Work incentives added to the SSI program are discussed, including special cash benefits, medical benefits, deduction of impairment-related work expenses, income exclusion under PASS (Plans for Achieving Self-Support), and income exclusion specific to students of transition age. The paper urges educators to connect students and parents with their local Social Security Office to obtain the benefits of the SSI program and to remind students and parents that it is their responsibility to monitor earned and unearned income in relation to SSI benefits. Four Social Security Administration publications are listed as sources for further information. (JDD)

**ED 380 945** EC 303 819

**Implications for Youth with Disabilities as They Transition from School to Work and Adult Life. Goals 2000: Educate America Act.**

National Transition Network, Minneapolis, MN. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—94.

Contract—H158G20002

Note—9p.

Available from—National Transition Network, Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Dr. S.E., Minneapolis, MN 55455 (available in alternative formats).

Journal Cit—Policy Update; Sum 1994

Pub Type—Collected Works - Serials (022) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Standards, \*Disabilities, Educational Legislation, \*Educational Objectives, \*Educational Policy, \*Education Work Relationship, Federal Aid, Federal Legislation, High Schools, National Programs, \*Transitional Programs

Identifiers—\*Goals 2000

This policy update discusses provisions of the Goals 2000: Educate America Act which directly influence the experiences of high school-age students with disabilities as they prepare for the transition from school to work and adult life. The paper discusses: (1) purposes of the Act; (2) the eight National Education Goals of Title I; (3) implications of four of the goals for secondary-age students with disabilities, including goals relating to school completion, teacher education and professional development, adult literacy and lifelong learning, and parental participation; (4) purpose of Title II in building national consensus for education improvement and establishing voluntary content standards, student performance standards, and opportunity-to-learn standards; (5) the Title III state grant program to support state and local improvement efforts; (6) Parental Information and Resource Centers authorized under Title IV; (7) National Skill Standards Board authorized under Title V; and (8) miscellaneous provisions of Title X, including funding for the Individuals with Disabilities Education Act and provision for a study of the inclusion of children with disabilities in school reform activities. Professionals, parents, advocates, and youth with disabilities are urged to monitor the development of standards to ensure that such standards adequately encompass and address the needs and interests of young people with disabilities. Action steps for ensuring the inclusion of youth with disabilities in Goals 2000 are listed. (JDD)

**ED 380 946** EC 303 820

**Youth with Disabilities and the School-to-Work Opportunities Act of 1994.**

National Transition Network, Minneapolis, MN. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—94.

Contract—H158G20002

Note—11p.

Available from—National Transition Network, Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Dr. S.E., Minneapolis, MN 55455 (available in alternative formats).

Journal Cit—Policy Update; Sum 1994

Pub Type—Collected Works - Serials (022) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Disabilities, Educational Legislation, Educational Opportunities, Educational Policy, \*Education Work Relationship, Employment Opportunities, Federal Aid, \*Federal Legislation, \*Federal Programs, Public Policy, Secondary Education, State Federal Aid, Student Participation, \*Transitional Programs

Identifiers—Individuals with Disabilities Education Act, \*School to Work Opportunities Act 1994

This policy update presents key aspects of the statutory language of the School-to-Work Opportunities Act of 1994 (Public Law 103-239), which provides states and localities with federal funds to be used as venture capital to underwrite the initial costs of planning and establishing statewide School-to-Work Opportunities systems. The paper focuses on: (1) purpose of the Act; (2) program components, including general program requirements such as equal access and participation of youth with disabilities, followed by descriptions of the school-based learning component, the work-based learning component, and the connecting activities component; (3) school-to-work opportunities development and implementation grants to states; (4) grants to local partnerships; and (5) strategies for ensuring participation of youth with disabilities. Potential implications for youth with disabilities are described. The paper also analyzes the relationship between the School-to-Work Opportunities Act of 1994 and the transition service requirements of the Individuals with Disabilities Education Act of 1990. (JDD)

**ED 380 947** EC 303 821

Bailey, Jane M. And Others

**Language Arts Topics Papers.**

College of William and Mary, Williamsburg, Va. School of Education; Washington-Warren-Hamilton-Essex Counties Board of Cooperative Educational Services, Hudson Falls, NY. Southern Adirondack Educational Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—94.

Note—79p.

Available from—College of William and Mary, School of Education, Center for Gifted Education, 232 Jamestown Rd., Williamsburg, VA 23185 (\$10 plus 10% shipping and handling).

Pub Type—Collected Works - General (020) — Information Analyses (070) — Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Change, \*Curriculum Development, Elementary Secondary Education, \*Gifted, Grammar, Integrated Curriculum, Interdisciplinary Approach, \*Language Arts, Literacy Education, \*Reading Instruction, Teaching Methods, Vocabulary, \*Writing Across the Curriculum, \*Writing Instruction

This document brings together six papers on language skills and language arts teaching of gifted students. "The State of the Art Issues in Language Study for High Ability Learners: Thinking about Language with Gifted Children" (Michael Clay Thompson) considers two areas traditionally included in discussions of language study—grammar and vocabulary—and a third area that should be included—the study of aesthetic language structures that interact with and have an impact on syntax. "Reading, Language, and Literacy Development" (Jane M. Bailey) points out that meaning is the linking concept among reading, language, and literacy, and contends that the role of schools is to provide first, a knowledge base upon which students can build networks of connectors and second, a curricular environment to pose the necessary ambiguities to extend those networks. "Teaching with Writing: The State of the Art" (Colleen Kennedy) describes a writing pedagogy that helps students understand the extended audience and larger purpose of writing, by integrating writing with the teaching of content areas throughout the curriculum and from kindergarten through college. "Issues in Contemporary Oral Communication Instruction" (Ann L. Chaney) offers a working definition of oral communication, a review of pedagogical implications, and suggestions for adaptation of concept and skill instruction to gifted elementary and middle school students. "The Concept of Change: Interdisciplinary Meaning and Inquiry" (Linda Neal Boyce) explores the concept of change in several disciplines,

identifies key resources that focus on change, and examines the way the concept of change has been applied in the National Language Arts Project for High Ability Learners. "Creating a New Language Arts Curriculum for High Ability Learners" (Joyce VanTassel-Baska) presents a framework for developing a language arts curriculum that makes meaning through inquiry, uses multicultural literature, is conceptually oriented, incorporates all major strands of the language arts, and highlights gifted education features. (Each paper contains references.) (JDD)

**ED 380 948** EC 303 822

Van Tassel-Baska, Joyce And Others

**A Curriculum Framework in Language Arts for High Ability Learners K-8.**

College of William and Mary, Williamsburg, Va. School of Education; Washington-Warren-Hamilton-Essex Counties Board of Cooperative Educational Services, Hudson Falls, NY. Southern Adirondack Educational Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—94.

Note—69p.

Available from—College of William and Mary, School of Education, Center for Gifted Education, 232 Jamestown Rd., Williamsburg, VA 23185 (\$10 plus 10% shipping and handling).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Curriculum Design, Elementary Education, Evaluation Methods, \*Gifted, \*Language Arts, Listening Skills, Multicultural Education, Reading Instruction, Speech Communication, Speech Skills, State Standards, \*Student Educational Objectives, \*Student Evaluation, \*Teaching Models, Technological Advancement, Thinking Skills, Writing Instruction

Identifiers—\*Performance Based Evaluation

This curriculum framework provides a model for developing appropriate and meaningful language arts curricula for high ability learners in kindergarten through grade 8. It is intended as a guide to making decisions about traditional curricular emphases within the language arts areas of reading, writing, speaking, and listening, as well as nontraditional areas like thinking, multiculturalism, and technology. The curriculum development guide discusses: issues in developing learner outcomes; current language arts learning objectives specified by state guides; learner outcomes in the concept, content, and process dimensions; and interdisciplinary applications through project work. Four goals are presented, each accompanied by learner outcomes and archetypal activities for high ability students in language arts. The goals include: to develop analytical and interpretive skills in literature, to develop persuasive writing skills, to develop linguistic competency, and to develop listening/oral communication skills. Several performance assessment protocols for language arts are provided. An annotated list of 37 exemplary resources for teaching language arts to high ability learners concludes the guide. (JDD)

**ED 380 949** EC 303 823

Prial, Kimberley C. And Others

**Literary Reflections on Personal and Social Change. A Language Arts Unit for Grades 4-6.**

College of William and Mary, Williamsburg, Va. School of Education; Washington-Warren-Hamilton-Essex Counties Board of Cooperative Educational Services, Hudson Falls, NY. Southern Adirondack Educational Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—94.

Note—197p.

Available from—College of William and Mary, School of Education, Center for Gifted Education, 232 Jamestown Rd., Williamsburg, VA 23185 (\$20 plus 10% shipping and handling).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Change, Computer Software, Content Analysis, \*Critical Reading, Critical Thinking, \*Gifted, Inquiry, Intermediate Grades, \*Language Arts, Lesson Plans, \*Literary Criticism, Literature Appreciation, Persuasive Discourse, Reader Response, Reader Text

Relationship, Reading Comprehension, Student Educational Objectives, Student Evaluation, Teaching Models, \*Units of Study

This unit of study involves high ability intermediate-grade students interacting with literature while enhancing reading comprehension and textual analysis skills. Students read literature and engage in shared inquiry to develop an awareness about the nature and importance of change, particularly as it affects people in various circumstances, times, and cultures. The literature selections serve as a basis for discussion, analysis, and interpretation. Students engage in writing activities not only by responding to the literature but also by using persuasive writing to express opinions on issues of significance that arise from the literature. Literature selections are drawn from multicultural samples of folk tales, stories, poetry, and novels. The unit is designed to improve development of critical reasoning related to comprehension of the main idea, understanding the concept of change, and supporting answers with valid reasons. This guide contains goals and outcomes, a list of student readings, an assessment model, an analysis of the concept of change, teaching models, 20 lesson plans, assessment forms, a bibliography of 81 works taught in the unit and resource materials used in the unit's development, an annotated bibliography of 16 items on the concept of change, and a list of 31 computer software resources. (JDD)

**ED 380 950** EC 303 824

Coleman, Sandra. *And Others*

**Changing Ideas and Perspectives through Persuasion. A Language Arts Unit for Grades 5-6.**

College of William and Mary, Williamsburg, VA. School of Education; Washington-Warren-Hamilton-Essex Counties Board of Cooperative Educational Services, Hudson Falls, NY. Southern Adirondack Educational Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—94

Note—198p.

Available from—College of William & Mary, School of Education, Center for Gifted Education, 232 Jamestown Rd., Williamsburg, VA 23185 (\$20 plus 10% shipping and handling).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Censorship, \*Change, Computer Software, Critical Reading, \*Gifted, Intermediate Grades, Language Arts, Lesson Plans, \*Literary Criticism, Literature Appreciation, Opinions, \*Persuasive Discourse, \*Speech Communication, Student Educational Objectives, Student Evaluation, Teaching Models, \*Units of Study, Writing (Composition)

This language arts unit of study for high ability learners in grades 5-6 highlights persuasion in oral and written form, focusing especially on oral communication. Emphasis is placed on providing evidence for opinions. Students must cite passages from literature to defend their points of view in discussion as well as in written arguments. Opportunities are presented for impromptu speeches, informative and persuasive speeches, debate, small and large group discussion, and critical listening skill development. Students work on independent research on the topic of book banning and make an oral presentation of their opinions and supporting evidence. The unit guide presents a rationale and purpose, goals and outcomes, a list of student readings, an assessment model, special features of the unit, a paper on the concept of change, teaching models, 23 lesson plans, assessment forms, a 49-item bibliography listing works taught in the unit and resource materials used in its development, an annotated bibliography of 23 items on the concept of persuasion and change, and a list of 31 computer software resources. (JDD)

**ED 380 951** EC 303 825

Crowett, Becky F. *And Others*

**Threads of Change in 19th Century American Literature: A Language Arts Unit for Grades 7-9.**

College of William and Mary, Williamsburg, VA. School of Education; Washington-Warren-Hamilton-Essex Counties Board of Cooperative Educational Services, Hudson Falls, NY. Southern Adirondack Educational Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—94

RIE AUG 1995

Note—210p.

Available from—College of William & Mary, School of Education, Center for Gifted Education, 232 Jamestown Rd., Williamsburg, VA 23185 (\$20 plus 10% shipping and handling).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Change Agents, Computer Software, Feminism, \*Gifted, Industrialization, Junior High Schools, Language Arts, Lesson Plans, \*Literary Criticism, Literature Appreciation, \*Nineteenth Century Literature, Romanticism, Student Educational Objectives, Student Evaluation, Teaching Models, \*United States Literature, \*Units of Study

Identifiers—Abolitionism, Transcendentalism

This unit of study for junior-high level high-ability language arts students explores five themes in 19th century American history through literature of the times: romanticism, transcendentalism, abolitionism, industrialism, and feminism. Each of the five "isms" has its own "literature box" that contains appropriate documents to serve as a resource for small investigative teams of students. The "isms" are investigated as change agents in American life through the study of key writings of the period, including writings of Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe, Henry David Thoreau, and Ralph Waldo Emerson, among others. Speeches, essays, short stories, poems, and novels were selected to illustrate the principles of the five influences on the thinking of writers of the time. In response to the literature selections, students produce both written and oral presentations of their findings and their ideas. This guide presents goals and outcomes, an assessment model, a paper analyzing the concept of change, teaching models, 23 lesson plans, assessment forms, a list of 42 works taught in the unit and resources used in its development, and a list of 41 computer software resources. (JDD)

**ED 380 952** EC 303 826

Cawley, Carol. *And Others*

**Journeys and Destinations: The Challenge of Change. A Language Arts Unit for Grades 2-3.**

College of William and Mary, Williamsburg, VA. School of Education; Washington-Warren-Hamilton-Essex Counties Board of Cooperative Educational Services, Hudson Falls, NY. Southern Adirondack Educational Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jan 95

Note—184p.

Available from—College of William & Mary, School of Education, Center for Gifted Education, 232 Jamestown Rd., Williamsburg, VA 23185 (\$20 plus 10% shipping and handling).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Change, Computer Software, Critical Thinking, \*Gifted, Individual Development, Inquiry, Interdisciplinary Approach, Interpersonal Relationship, \*Language Arts, Lesson Plans, \*Literature Appreciation, Memory, Primary Education, Student Educational Objectives, Student Evaluation, Teaching Models, \*Units of Study

This unit of study for high-ability language arts students in grades 2-3 uses an inquiry-based approach to investigate literature in an interdisciplinary curriculum. The guiding theme of the unit is the recognition of change as a concept that affects people and their relationships as well as the world around them. The unit provides the vehicle for student participation in activities that elicit examination of physical and behavioral changes in individuals and in relationships. An open-ended approach to the discussion process emphasizes the search for meaning in literature. Vocabulary and grammar development supports the readings as well. Students consider the role of memory in their lives, through writing about memories and through research on the role of technology in preserving memories. The unit is designed to improve students' critical reasoning related to comprehension of the main idea of a selection, understanding of the concept of change, and supporting an answer with valid reasons. This guide presents goals and outcomes, a list of student readings, an assessment model, a paper analyzing the concept of change, teaching models, 21 lesson plans, assessment forms, a list of almost 100 works taught in the unit and resource materials used in its development, an annotated bibliography of 28 items on the concept of change, and a list of 41 computer software resources. (JDD)

21 lesson plans, assessment forms, a list of almost 100 works taught in the unit and resource materials used in its development, an annotated bibliography of 28 items on the concept of change, and a list of 41 computer software resources. (JDD)

**ED 380 953** EC 303 827

Johnson, Dana T. *And Others*

**Autobiographies: Personal Odysseys of Change. A Language Arts Unit for Grades 4-6.**

College of William and Mary, Williamsburg, VA. School of Education; Washington-Warren-Hamilton-Essex Counties Board of Cooperative Educational Services, Hudson Falls, NY. Southern Adirondack Educational Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jan 95

Note—224p.

Available from—College of William & Mary, School of Education, Center for Gifted Education, 232 Jamestown Rd., Williamsburg, VA 23185 (\$20 plus 10% shipping and handling).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Autobiographies, \*Change, Computer Software, \*Gifted, Intermediate Grades, Language Arts, Lesson Plans, Literary Criticism, \*Literature Appreciation, Multicultural Education, Self Concept, Student Educational Objectives, Student Evaluation, Teaching Models, \*Units of Study

In this language arts unit, high-ability students in grades 4 through 6 study the concept of change by reading autobiographies of writers from various cultures and by looking at change in selected lives. Selected stories from "Junior Great Books" were chosen for their probing of issues of identity. Other literature selections are drawn from multiple genres that include short stories, poetry, autobiographies of published authors and related writing of those authors, and essays. Discussions and reflective writing encourage students to explore their own identities as talented learners. This guide provides goals and outcomes, an assessment model, a paper analyzing the concept of change, teaching models, 20 lesson plans, assessment forms, a list of 74 works taught in the unit and resource materials used in its development, an annotated bibliography of 30 items on change, and a list of 31 computer software resources. (JDD)

**ED 380 954** EC 303 828

Moody, Connie. *And Others*

**Literature of the 1940s: A Decade of Change. A Language Arts Unit for Grades 7-9.**

College of William and Mary, Williamsburg, VA. School of Education; Washington-Warren-Hamilton-Essex Counties Board of Cooperative Educational Services, Hudson Falls, NY. Southern Adirondack Educational Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jan 95

Note—197p.

Available from—College of William & Mary, School of Education, Center for Gifted Education, 232 Jamestown Rd., Williamsburg, VA 23185 (\$20 plus 10% shipping and handling).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Computer Software, \*Gifted, Junior High Schools, Language Arts, Lesson Plans, \*Literary Criticism, Literature Appreciation, \*Social Change, Social History, Social Problems, Student Educational Objectives, Student Evaluation, Teaching Models, \*Twentieth Century Literature, \*United States Literature, \*Units of Study, Videotape Recordings

Identifiers—1940s

This language arts unit of study for high-ability junior-high students looks at the historical events and social issues of the 1940s through the literature of the decade, including novels, short stories, poetry, essays, letters, and newspapers. Numerous opportunities for reading, writing, listening, and speaking are incorporated into the unit. Each student poses a hypothesis, conducts research concerning some issue of significance that arises out of the literature that is studied, and makes both a written and oral presentation of the research. The unit is rich in materials that highlight the concept of

change, such as John Hersey's "Hiroshima," "The Diary of Anne Frank," and Carson McCuller's "Member of the Wedding." This guide provides goals and outcomes, an assessment model, a list of musicians and artists whose works are suggested for use with the unit, a paper analyzing the concept of change, teaching models, 25 lesson plans, assessment forms, a list of 39 works used in the unit, a list of 41 resource materials and 10 videos, an annotated bibliography of 15 items on the concept of change, and a list of 31 computer software resources. (JDD)

**ED 380 955** EC 303 829

Thompson, Michael Clay

**Inspecting Our Own Ideas: A Grammar Self-Study Program for High Ability Students. A Grammar Unit for Grades 4-6.**

College of William and Mary, Williamsburg, Va. School of Education; Washington-Warren-Hamilton-Essex Counties Board of Cooperative Educational Services, Hudson Falls, NY. Southern Adirondack Educational Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—94

Note—35p.; For the unit for grades 7-8, see EC 303 830.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Gifted, \*Grammar, \*Independent Study, Intermediate Grades, Language Arts, Language Skills, Sentence Structure, Units of Study

This unit of study introduces high-ability intermediate-grade students to the aspect of grammar which is usually missing from technically oriented studies of grammar, namely, the wonder and pleasure of grammar or grammar appreciation. It presents grammar as a powerful way for one's mind to make ideas out of language, and a way of inspecting one's own ideas. Many of the facts and concepts of grammar are mentioned to give students a concrete sense of what grammar is and how its elements operate, with the goal of creating an enlightened enthusiasm for the study of ideas in language. There is no strict series of assignments or procedures. The primary activity is for the student to read and to think. The role of the teacher is to act as an encouraging and appreciative mentor, in a manner that is more artistic than methodic. The unit recommends that, after the student completes a reading session, the student and teacher come together and talk about the elements of grammar. Sections of the unit of study address: ideas, language, and grammar; the sentence; clauses; parts of speech; and phrases. A grammar pretest and posttest are provided. (JDD)

**ED 380 956** EC 303 830

Thompson, Michael Clay

**Inspecting Our Own Ideas: A Grammar Self-Study Program for High Ability Students. A Grammar Unit for Grades 7-8.**

College of William and Mary, Williamsburg, Va. School of Education; Washington-Warren-Hamilton-Essex Counties Board of Cooperative Educational Services, Hudson Falls, NY. Southern Adirondack Educational Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—94

Note—44p.; For the unit for grades 4-6, see EC 303 829.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Gifted, \*Grammar, \*Independent Study, Junior High Schools, Language Arts, Language Skills, Sentence Structure, Units of Study

This unit of study introduces high-ability junior high school students to the aspect of grammar which is usually missing from technically oriented studies of grammar, namely, the wonder and pleasure of grammar or grammar appreciation. It presents grammar as a powerful way for one's mind to make ideas out of language, and a way of inspecting one's own ideas. Many of the facts and concepts of grammar are mentioned to give students a concrete sense of what grammar is and how its elements operate, with the goal of creating an enlightened enthusiasm for the study of ideas in language. There is no strict series of assignments or procedures. The primary activity is for the student to read and to think. The role of the teacher is to act as an encouraging and appreciative mentor, in a manner that is more artistic than methodic. The unit recommends that, after the student completes a reading session, the student

and teacher come together and talk about the elements of grammar. Sections of the unit of study address: ideas, language, and grammar; the sentence; clauses; parts of speech; parts of the sentence; and phrases. A grammar pretest and posttest are provided. (JDD)

**ED 380 957** EC 303 831

**Quality Preschool Screening: How To Get There from Here. AZ-TAS Themes & Issues: A Series of Topical Papers on Special Education.**

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Sep 92

Note—43p.; For related papers in the series, see EC 303 832-837.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Community Programs, Cultural Differences, Developmental Delays, \*Disabilities, \*Disability Identification, Educational Practices, Evaluation Methods, Preschool Children, Preschool Education, Program Development, Publicity, Rating Scales, Referral, \*Screening Tests, Self Evaluation (Groups), \*Testing Programs, Test Selection

This manual on screening preschool children to identify their need for special education services presents key elements of an "ideal" screening program as well as practices to be avoided. Common barriers to implementation of each "ideal" practice are identified, and suggestions are provided for possible solutions. Topics covered include: family-responsive screening; cultural/linguistic sensitivity; community based screening; instrument selection; logistics (scheduling, location, room arrangement, materials, and frequency); publicity; and follow-up/referral. A self-rating scale is provided in each section so that practitioners can identify areas of needed improvement; the rating scale can be used to develop an action plan. (Contains 14 references.) (JDD)

**ED 380 958** EC 303 832

**Incorporating the Use of Non-Aversive Behavior Management. AZ-TAS Themes & Issues: A Series of Topical Papers on Special Education.**

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Nov 92

Note—88p.; For related papers in the series, see EC 303 831-837.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Behavior Change, \*Behavior Modification, \*Behavior Problems, \*Classroom Techniques, Drug Therapy, Educational Practices, Elementary Secondary Education, Guidelines, \*Intervention, Reinforcement

Identifiers—Aversive Stimuli, \*Behavioral Assessment, \*Behavior Management

This guide provides information on best practices and guidelines for developing, managing, or changing behaviors without the use of aversive or punitive methods. The guidelines are based on regard for the dignity of the child, the attitudes of parents and school personnel, the knowledge that children learn best in a positive environment where they are provided with consistent and frequent feedback, and the need for parents to know about procedures used. Steps in planning a non-aversive intervention strategy include: prioritizing excess behaviors, performing a functional analysis of behavior, generating hypotheses regarding the function of behavior, assessing behavior, selecting potential reinforcers, and planning a team strategy. Unacceptable highly aversive techniques are listed. Appendices, which comprise most of the document, include information on classroom management, a behavior intervention program design, suggested reinforcement techniques, an outline of mildly aversive systematic interventions, a list of common psychotherapeutic drugs, ideas for the management of inappropriate behaviors, a list of nine suggested resources, and forms for use in identifying and treating behavior problems. (JDD)

**ED 380 959** EC 303 833

Busenbark, Lynn Kewin, Mary

**Head Start/LEA Cooperation—Why? AZ-TAS Themes & Issues: A Series of Topical Papers on Special Education. Section I.D.A., Preschool**

**Special Education Resource Book.**

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Aug 93

Note—32p.; For related papers in the series, see EC 303 831-837.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Agency Cooperation, Compliance (Legal), \*Disabilities, \*Early Intervention, \*Educational Cooperation, Eligibility, Federal Legislation, \*Federal Regulation, Individualized Education Programs, Institutional Cooperation, Mainstreaming, Preschool Education, \*School Districts, Special Programs, Student Placement

Identifiers—Arizona, Individuals with Disabilities Education Act, \*Project Head Start

This guide is designed to answer questions about cooperation/collaboration between Head Start and local school districts. Relevant sections of the Individuals with Disabilities Education Act and the regulations implementing it are cited, along with regulations of the Department of Health and Human Services concerning the Head Start program, and Arizona regulations. These regulations focus on least restrictive environments, continuum of alternative placements, school district responsibility for provision of a free appropriate public education, and public agency responsibility for paying costs of special education and related services. Guidelines are offered for making decisions concerning mainstreaming and for using the Individualized Education Program in placement decisions. Information is also presented on determining eligibility for federal and state funds for children who receive special education services within a Head Start program. The guide contends that Head Start provides some services which school districts do not generally provide, and offers an opportunity for school districts to expand the continuum of placement options. Cooperation between Head Start and local education agencies is seen as yielding programmatic benefits to children and families, fiscal benefits, and compliance benefits. An appendix contains a sample memorandum of understanding and suggestions for collaboration between Head Start programs and local school districts. (JDD)

**ED 380 960** EC 303 834

Busenbark, Lynn, Ed.

**Assessment Instruments for Preschool. AZ-TAS Themes & Issues: A Series of Topical Papers on Special Education. Section I.B.3., Preschool Special Education Resource Book.**

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Aug 93

Note—143p.; For related papers in the series, see EC 303 831-837.

Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Child Development, \*Diagnostic Tests, \*Disabilities, \*Disability Identification, Educational Diagnosis, Preschool Education, \*Screening Tests, Standardized Tests, \*Student Evaluation, \*Test Reviews, Test Selection

Identifiers—Arizona

This resource book assists in selecting appropriate instruments to use in assessing preschool children suspected of having disabilities. For each of the 68 tests reviewed, the following information is provided: author, publisher, copyright date, price, purpose, description, range of children, testing time, scoring, examiner, standardization, reliability and validity, concerns, and references. A summary matrix lists all of the tests and indicates, for each test: the age range; whether the test is norm-referenced or criterion-referenced; the test's use in screening, diagnosis, or programming; areas of development assessed; and availability of data concerning standardization, reliability, and validity. The resource book also contains: (1) portions of the Arizona Revised Statutes which reference eligibility for special education for preschool children; (2) definitions and recommendations for the assessment of preschool children developed by the Arizona Department of Education after the Arizona Preschool Assessment Summit; and (3) a list of five recommended readings and available technical assistance opportunities. (JDD)

ED 380 961

EC 303 835

Berecin, Maria And Others

**Traumatic Brain Injury. AZ-TAS Themes & Issues: A Series of Topical Papers on Special Education.**

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Sep 93

Note—25p.; For related papers in the series, see EC 303 831-837.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Clinical Diagnosis, Definitions, Elementary Secondary Education, Eligibility, Etiology, \*Head Injuries, Incidence, Individual Differences, \*Intervention, \*Neurological Impairments, \*Rehabilitation, Special Education, \*Symptoms (Individual Disorders)

Identifiers—Arizona

This guide to educational services for individuals with traumatic brain injury emphasizes that there is no such thing as a typical brain injury and that each child's recovery is unique. It stresses the schools' responsibility to serve these children's educational, psychological, emotional, communicative, and/or health needs, and urges public agencies to work collaboratively to provide appropriate services. Information about traumatic brain injury is provided in a question and answer format, including: diagnostic procedures, major causes, brain conditions qualifying and not qualifying under the federal definition of traumatic brain injury, prevalence in Arizona, prognosis, rehabilitation techniques, eligibility for special education services, and classroom interventions. A list of 21 community-based resources in Arizona concludes the guide. Contains 17 references. (JDD)

ED 380 962

EC 303 836

**Extended School Year. AZ-TAS Themes & Issues: A Series of Topical Papers on Special Education.**

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Sep 93

Note—20p.; For related papers in the series, see EC 303 831-837.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Compliance (Legal), Court Litigation, Decision Making, \*Disabilities, Elementary Secondary Education, \*Eligibility, \*Extended School Year, Federal Legislation, Student Needs, Time Factors (Learning)

Some children with disabilities suffer losses of social, behavioral, communication, or academic skills during breaks in instruction and may need an extended school year (ESY) program in order to ensure that they receive the "appropriate public education" that is federally mandated. This guide addresses the legal basis for ESY programs, court decisions which apply to ESY, definitions, who must be considered for ESY, when ESY is not an appropriate decision, how ESY is structured, ESY in year-round schools, notice requirements that apply to ESY, and due process procedures. Factors to be considered in making ESY decisions are discussed, including regression-recoupment rates; motor, communication, or social skill levels; criterion-referenced and standardized test data; least restrictive environment considerations; behavioral needs; physical, mental, emotional, or health factors; past history; data-based observations of performance; teacher interviews and recommendations; parental input; critical learning stages; and parental skills and abilities. (JDD)

ED 380 963

EC 303 837

**Inquiry and Complaint System Relating to the Education of Exceptional Children. AZ-TAS Themes & Issues: A Series of Topical Papers on Special Education.**

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Nov 94

Note—17p.; For related papers in the series, see EC 303 831-836.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

RIE AUG 1995

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Compliance (Legal), \*Disabilities, \*Due Process, Elementary Secondary Education, \*Federal Government, Government Role, Grievance Procedures, Public Agencies, School Districts, \*State Departments of Education, State Government

Identifiers—\*Arizona, \*Department of Education

This paper outlines procedures for making inquiries or complaints relating to the education of children and youth with disabilities in Arizona. It encourages individuals to first contact the administration of the local public school district or agency and then offers steps to follow to register a complaint with the Arizona Department of Education, Special Education Section. The responsibility of the state agency in investigating and responding to the complaint is outlined. Corrective action that will be taken if areas of noncompliance are found is presented. A memorandum from the Office of Special Education and Rehabilitative Services offers information on the Secretarial Review Process, in which a party to a complaint has the right to request that the Secretary of the U.S. Department of Education review the State education agency's final decision on that complaint. The guidelines address who can request Secretarial review, what information should be submitted, criteria used by the Assistant Secretary in determining whether to grant or deny a request for Secretarial review, and results of Secretarial review decisions. (JDD)

ED 380 964

EC 303 838

Love, Laura L.

**Developing and Including Transition Services in the IEP: Transition Services Program. Technical Assistance Document.**

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Nov 93

Contract—H158Q10026

Note—50p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Compliance (Legal), \*Disabilities, Educational Legislation, Education Work Relationship, Elementary Secondary Education, Federal Legislation, \*Federal Regulation, Guidelines, Independent Living, \*Individualized Education Programs, Postsecondary Education, \*School Responsibility, \*Transitional Programs

Identifiers—Individuals with Disabilities Education Act

This guide addresses provision for transition services in the Individualized Education Programs (IEPs) of students with disabilities. It begins with regulations arising from the Individuals with Disabilities Education Act pertaining to transition services. These regulations focus on definitions, participants in meetings, parent participation, content of IEPs, and the agency responsible for transition services. The process for writing an IEP which includes transition services is then reviewed. The guide defines transition services, reviews when school districts must begin providing transition services, and examines who will determine what transition services are needed. The guide also explores how necessary services are determined, which involves identifying anticipated post-school outcomes, determining present level of performance, defining needed transition services, designing annual goals and short-term instructional objectives, and documenting agency responsibilities. Examples of goals and objectives that relate to major transition service areas are listed. Areas include postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, community participation, and independent living. Sample forms are also provided, including: school to post-school transition plan, statement of current transition services, guide for long-range transition planning, and transition planning assessment (elementary through high school). Appendices provide excerpts from legislation related to transition services. (JDD)

ED 380 965

EC 303 839

Narita, Shigeru

**Uses of Integrated Media Instruction in a Self-Contained Class for Children with Mild Disabilities.**

Spons Agency—Ministry of Education, Science, and Culture, Tokyo (Japan).

Pub Date—Mar 95

Contract—05451148

Note—12p.; Paper presented at the Florida Assistive Technology Impact and the Technology and Media Division of the Council for Exceptional Children Annual Conference (4th, Orlando, FL, March 2-4, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Techniques, \*Computer Assisted Instruction, Elementary School Students, Foreign Countries, \*Hypermedia, Information Systems, Integrated Activities, Interactive Video, Intermediate Grades, \*Mild Disabilities, \*Multimedia Instruction, Special Classes

Identifiers—Japan (Yokohama)

This conference paper describes the use of integrated media-oriented instruction in a self-contained class at Yokohama Municipal Elementary School in Japan. Three students with mild disabilities, in grades 5 and 6, participated in the project. Integrated media (IM) is defined as the linkage of text, sound, video, graphics, and the computer in such a way that the user's access is nonlinear and virtually instantaneous. The hardware (including two Macintosh computers, a CD-ROM, a digital camera, a videorecorder, and a scanner) and the software (including HyperCard, assorted HyperCard stacks, and several software programs) were placed throughout the room to provide easy access. Students became comfortable using these tools at any time they felt it would enhance their learning. Using the IM resources, students constructed puzzles, made movies, constructed toys and machines, made a map of Japan, and completed other activities. The paper concludes that the teacher's approach to incorporating IM into the curriculum dictates its effectiveness. Teacher training needs to focus on programming, knowledge of equipment, learning theory that supports use of IM, and instructional design techniques that enhance IM. The need for parental involvement in the project is also emphasized. (Contains 20 references.) (JDD)

ED 380 966

EC 303 840

Freund, Maxine Wald, Penelope J.

**Community Integration Project: Project CIP. An Early Education Program for Children with Disabilities. Final Report.**

George Washington Univ., Washington, DC. Dept. of Teacher Preparation and Special Education.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC. Early Education Program for Children with Disabilities.

Pub Date—31 Jan 95

Contract—H024D10019

Note—222p.; For Appendix H, see EC 303 841.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Community Programs, Demonstration Programs, \*Disabilities, \*Early Childhood Education, \*Inclusive Schools, Inservice Teacher Education, Outreach Programs, \*Regular and Special Education Relationship, \*Staff Development, \*Team Training, Teamwork

Identifiers—Maryland, Virginia

The Community Integration Project (CIP) was an outreach project implemented in four Virginia and Maryland school districts to support the inclusion of children with disabilities and their families in school and community early childhood programs. The project focused on the sharing of resources between local education agencies and school and/or community early childhood programs and on the development and support of early childhood inclusion teams. Four strategies were used to accomplish these objectives: (1) facilitate development of shared leadership between early childhood special and regular education programs; (2) build early childhood inclusion teams; (3) increase competencies of team members; and (4) assist teams in developing and implementing site-specific inclusion plans. During its 3-year period the CIP staff offered intensive training and technical assistance to approximately 320 professionals at model sites; hosted visits of professionals on inclusion; published and disseminated an inclusion newsletter; disseminated project findings at state and national conferences; and submitted an article on inclusive instructional practices for publication. Project evaluation indicated that models of inclusion continually evolved over the 3-year period; concerns of professionals about inclusion decreased after training; children with and without disabilities demon-

strated improved adaptive behaviors; and parents reported positive attitudes about inclusion. Nine appendices provide detailed evaluation materials, sample newsletters, and the article on instructional practices. (Author/DB)

**ED 380 967** EC 303 841

Wald, Penelope J. And Others

**Three Keys for Successful Circle Time: Responding to Children with Diverse Abilities.**

George Washington Univ., Washington, DC. Dept. of Teacher Preparation and Special Education. Spons Agency—Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

Pub Date—Aug 94

Contract—H024D10019

Note—15p.; In: Freund, Maxine; Wald, Penelope J. Community Integration Project: Project CIP. An Early Education Program for Children with Disabilities. For the Final Report, see EC 303 840.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Classroom Techniques, \*Disabilities, Discussion (Teaching Technique), Early Childhood Education, \*Group Discussion, \*Inclusive Schools, \*Large Group Instruction, Mainstreaming, Multisensory Learning, Teaching Methods

Identifiers—\*Circle Time

This article presents strategies that promote responsive instruction of young children with diverse abilities during teacher-directed large group times, specifically "circle time." It uses a traditional circle time format to show how such typical activities as observing the weather can be modified to provide multisensory, multilevel, and multiple learning opportunities. Suggestions are offered for including circle time experiences which utilize the visual, hearing, touch, smell, taste, vestibular, and proprioceptive senses. Teaching strategies for providing multilevel instruction include the use of auditory, visual, and tactile prompting; varying response options; and modifying duration. The provision of multiple opportunities to learn through circle time activities is considered within a model learning cycle. An example of these strategies to teach calendar skills is provided. (Contains 13 references.) (DB)

**ED 380 968** EC 303 842

Seidman, Anna Tremper, Charles

**Beyond the Myths about Disabilities and Risks.**

Nonprofit Risk Management Center, Washington, DC.

Pub Date—95

Note—17p.; Supported by a grant from the Corporation for National and Community Service.

Available from—NoRMac Publications, 1001 Connecticut Ave., N.W., Suite 900, Washington, DC 20036 (single copy free, send self-addressed, stamped envelope, sets of 10, \$5; sets of 100, \$35; includes postage and handling).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Accident Prevention, Adults, Civil Rights Legislation, \*Compliance (Legal), \*Disabilities, Federal Legislation, Misconceptions, \*Risk Management, Safety Education, \*Staff Development

Identifiers—Americans with Disabilities Act 1990  
This booklet presents risk management strategies for organizations employing people with disabilities. First, the booklet contrasts common beliefs (such as that disabilities are obvious) with actual facts and their implications for risk management. It then discusses several risk management related exceptions in the Americans with Disabilities Act (ADA), such as the permitted exclusion of an individual if the placement would create a "direct threat" to health or safety, and reviews the ADA's relationship to public health and safety laws. General risk management strategies are identified, including the importance of careful job analysis and position descriptions prior to selecting an individual, provision of necessary training to reduce hazards, emergency preparedness, and community relations. Suggestions are offered for the following specific disabilities: mobility and other physical impairments, visual impairments, hearing impairments, cognitive impairments, and psychiatric impairments. A brief list of disability organizations is attached as is a list of risk management publications for community-serving organizations. (DB)

**ED 380 969** EC 303 843

Carter, Susanne

**Prevention, Organizing Systems To Support Competent Social Behavior in Children and Youth.**

Western Regional Resource Center, Eugene, OR. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Nov 94

Contract—H028-A30003

Note—406p.; Author of "Screening Section": Clay Starlin.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC17 Plus Postage.**

Descriptors—\*Behavior Disorders, Early Childhood Education, Early Intervention, Elementary Secondary Education, \*Emotional Disturbances, High Risk Students, \*Interpersonal Competence, \*Intervention, \*Prevention, Program Effectiveness, Social Behavior

This guide presents strategies for the prevention of emotional/behavioral disabilities, beginning before birth and continuing into young adulthood. It focuses on strategies that promote competent social behavior, identification of risk factors in development of antisocial behavior, and interventions to prevent the development of antisocial behavior. Prevention programs that have been proven effective are described along with the family, school, and community strategies they use. Individual chapters address the following topics: Bullying, child care programs, classroom discipline, conflict mediation, cooperative classrooms, early childhood, ethnoscience prevention, full service schools, gang prevention, home and school partnerships, mentoring programs, peers helping peers programs, prosocial strategies, safe classrooms, safe schools, schools as caring communities, schoolwide discipline, screening, sports/recreation programs, and violence prevention. Each chapter presents a composite of policies, best practices, model programs, and suggested strategies that have practical application for policy and program development. (Individual chapters contain references.) (DB)

**ED 380 970**

EC 303 844

Carter, Susanne

**Teacher Stress and Burnout. Organizing Systems To Support Competent Social Behavior in Children and Youth.**

Western Regional Resource Center, Eugene, OR. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Nov 94

Contract—H028-A30003

Note—97p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Coping, Elementary Secondary Education, Individual Development, Mental Health, \*Stress Management, Teacher Attitudes, \*Teacher Burnout, Teacher Morale, Teacher Motivation

This guide presents individual and school-based strategies to help teachers deal with stress and burnout. The following individual strategies are briefly described: biofeedback, buddy system, childhood energy, conflict management, desensitization, dreams, exercise, humor, ideology, imaging, leaving stress behind, looking forward, making lists, meditation, mental diversions, mental health days, morning routine, nutrition, peer coaching, personal inventory for fun, refueling your tank, relaxation, responding to student concerns, self-praise, self-hypnosis, self-talk, sense of purpose, shunning the superman/superwoman image, sleep, social support, teacher mindsets, time alone, and time management. School strategies focus on the following areas: administrative support, behavioral consultation, districtwide technical assistance teams, embedded inservice training, inservice training, mentoring, organizational development, restructuring and reform, statewide technical assistance network, support networks, teacher assistance teams, teacher centers, teachers helping teachers, teacher work groups, and time restructuring. Two appendices provide additional individual and school strategies. (Contains 64 references or recommended readings.) (DB)

**ED 380 971**

EC 303 845

Carter, Susanne

**Interventions. Organizing Systems To Support Competent Social Behavior in Children and Youth.**

Western Regional Resource Center, Eugene, OR. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Nov 94

Contract—H028-A30003

Note—348p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—Behavior Change, \*Behavior Disorders, Behavior Problems, \*Classroom Techniques, \*Educational Strategies, Elementary Secondary Education, \*Emotional Disturbances, \*Intervention, Program Effectiveness

This guide describes classroom and school interventions intended to meet the needs of students with emotional/behavioral disabilities and those at risk for developing these disabilities. The first section presents "Classroom Interventions," a compilation of 77 interventions which may be used in regular or self-contained classrooms. A brief description and source of further information are given for each intervention. Among the interventions described are the following: acceptance, active listening, aerobic exercise, anger management, art therapy, assertiveness training, behavior contracts, bibliotherapy, chaining, "Circle of Friends," classroom discipline plans, cooperative learning strategies, differential reinforcement of incompatible behaviors, direct instruction, discipline with dignity, early childhood interventions, functional analysis, home notes, mentoring, play therapy, prereferral intervention, reality therapy, relaxation training, self control curriculum, self-monitoring, social skills training, stress management, time out, and values clarification. The section on school interventions describes the following program interventions: the Boys Town Model, the CHAMPS (Children are Making Progress in School) program, the Commonwealth classroom, the COMP (Classroom Organization and Management Program) approach, the continuum of services for managing student behavior, Hewett's classroom management plan, and the Re-Ed model. Two extensive appendices provide additional information on implementing interventions, including record-keeping forms, examples, and guidelines. (Contains approximately 110 references and recommended readings.)

**ED 380 972**

EC 303 846

Carter, Susanne

**Model Programs and Services. Organizing Systems To Support Competent Social Behavior in Children and Youth.**

Western Regional Resource Center, Eugene, OR. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Nov 94

Contract—H028-A30003

Note—342p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—\*Behavior Disorders, Classroom Techniques, Community Programs, \*Demonstration Programs, Educational Strategies, Elementary Secondary Education, \*Emotional Disturbances, Family Programs, \*Intervention, Models, \*Program Descriptions, Program Effectiveness

Identifiers—\*Child and Adolescent Service System Program

This guide presents profiles of 26 state, regional, and local programs that have been effective in meeting the needs of students with emotional/behavioral disabilities and their families. Each of the programs reflects in varying degrees the core value, principles, and framework developed by the Child and Adolescent Service System Program (CASSP). This model stresses the values of child-centered, community-based approaches to intervention. Individual program descriptions include a program overview, a discussion of the program and its services, sources of further information, and the name and address of a contact person. Model programs discussed include the following: Alaska Youth Initiative; Bertha Abess Children's Center Comprehensive Day Treatment Program; Cities in Schools—Seattle; Classroom Companions; Community Outreach Program for Education (COPE); Comprehensive Community-Based Continuum of Care in Butte and Ventura Counties (California); Connections Initiative; Empowering Families and Schools; Facilitating Integrated Interagency Services for Seriously Emotionally Disturbed Children in Nashua (New Hampshire); Family Mosaic Project; Georgia Psychoeducational Network; Iowa City Collaborative Integration Project; Kaleidoscope; Kentucky Bluegrass IMPACT; Linn County (Oregon) Youth Service Teams; Partners Project; Partnership for Family Preservation: Children and Adolescents Network of Dupage County (Illinois); Primary

Mental Health Project; Project Connect; Project WRAP; Regional Intervention Program; SEDNET (Multiagency Service Network for Students with Severe Emotional Disturbance); Southern Westchester (New York) IDT (Intensive Day Treatment) Program; Stark County (Ohio) System of Care; Ventura County (California) Mental Health Children and Adolescent Project; and Vermont New Directions. Appendices provide additional details for 11 of the programs. (Contains 33 references.) (DB)

ED 380 973

EC 303 847

Sedia, Joan

A Call for More Study Skills Instruction.

Pub Date—Mar 95

Note—6p.; Paper presented at the International Conference of the Learning Disabilities Association (Orlando, FL, March 1-4, 1995).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, \*Learning Disabilities, \*Metacognition, Self Management, \*Study Skills, \*Teaching Models

This paper presents a rationale for teaching study skills to students with learning disabilities, a flexible study skills model, and suggestions for implementing the model. Students with learning disabilities are seen as capable of learning study skills but require specific instruction and practice and need teachers who understand learning styles, strengths, and weaknesses. The flexible study skills model begins with the development of organization strategies, including organization of materials, homework, and long-term assignments; time planning on a daily, weekly, and monthly basis; and organization of study space. The model then presents main idea, notetaking, and summarizing skills which can be taught and practiced in grades 4 through high school. These basic skills then become the foundation for building textbook, test-preparation, and test-taking skills. (DB)

ED 380 974

EC 303 848

Hogoy, Synnow J. Grant, Dale F.

Conversations with a Learning Disabilities Teacher and a School Counselor: Working as Partners.

Pub Date—Mar 95

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Bound Students, Cooperation, Counselor Attitudes, \*Counselor Role, Higher Education, High Schools, \*Learning Disabilities, Regular and Special Education Relationship, School Counselors, Special Education Teachers, \*Student Needs, Teacher Attitudes, \*Teacher Role, \*Teamwork, Transitional Programs

Fourteen learning disabilities (LD) teachers and 17 counselors at 31 secondary schools completed a questionnaire concerning their roles in preparing students with learning disabilities for postsecondary education. The open-ended questionnaire covered the following topics: who has primary responsibility for providing transition services, what services are provided to all students including students with learning disabilities by both learning disabilities teachers and counselors, how frequently do learning disabilities teachers and counselors meet with one another concerning the needs of students with learning disabilities, and what are the major unmet needs of learning disabilities students. Findings indicated that 43 percent of the LD teachers said they had primary responsibility for providing postsecondary guidance and 24 percent of the counselors said they had primary responsibility. About half of both the learning disabilities teachers and counselors indicated that they met at least once or twice a month. Concerning identification of unmet needs for LD students, 71 percent of the LD teachers identified transition-related types of needs whereas only 18 percent of counselors identified transition needs. (Contains 11 references.) (DB)

ED 380 975

EC 303 849

Bryant, Brian R. Rivera, Diane Pedrotty  
Using Assistive Technology To Facilitate Cooperative Learning.

Pub Date—2 Mar 95

Note—55p.; Paper presented at the Conference of the Florida Assistive Technology Impact and the Technology and Media Division of the Council for Exceptional Children (4th, Orlando, FL,

March 2-4, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Assistive Devices (for Disabled), \*Classroom Techniques, \*Computer Oriented Programs, \*Cooperative Learning, \*Disabilities, Educational Planning, Educational Technology, Elementary Secondary Education, Federal Legislation, Financial Support, Government Role, Input Output Devices, Instructional Design, Microcomputers, Teaching Methods

Identifiers—Technology Related Assist Individ Disabil Amend, Texas Assistive Technology Partnership

This conference paper describes the cooperative learning structure; presents the elements of cooperative learning; discusses how to plan, implement, and evaluate using the cooperative learning structure; introduces assistive technology services for students with disabilities; and examines how devices and services can be used to facilitate active involvement of students with disabilities in cooperative learning activities. It specifically addresses: (1) definitions of cooperative learning with empirical support for the definitions; (2) cooperative learning's essential elements of positive interdependence, accountability, collaboration, and group processing; (3) planning in the areas of curriculum, instruction and materials, student roles, environment, student groupings, and management; (4) the role of the Technology-Related Assistance for Individuals with Disabilities Act Amendments of 1994 in providing financial assistance for assistive technology; (5) development of the Texas Assistive Technology Partnership as a project of the University Affiliated Program at the University of Texas at Austin; (6) principles associated with matching assistive technology to instructional setting demands; and (7) devices, systems, or techniques which assist individuals with disabilities in classrooms, homes, and workplaces, such as keyboard enhancement mechanisms, speech recognition, voice output, and software for students with learning disabilities. (Contains 28 references.) (JDD)

ED 380 976

EC 303 850

Fraser, Beverly A.

Determining Device Access for Persons with Physical Disabilities.

Pub Date—[Mar 95]

Note—6p.; Paper presented at the Florida Assistive Technology Impact Conference and the Council for Exceptional Children Conference, Technology and Media Division (4th, Orlando, FL, March 24, 1995).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Accessibility (for Disabled), \*Assistive Devices (for Disabled), Classroom Techniques, Elementary Secondary Education, \*Human Factors Engineering, Human Posture, \*Man Machine Systems, Motion, \*Physical Disabilities, Selection

Time-saving strategies are offered for determining appropriateness of assistive technology devices for persons with physical disabilities in movement and posture. The strategies are based on the principle that even an individual with the most severe involvement has certain controllable movements that can form the foundation for interaction with an assistive technology device. A strategy of direct access is discussed first, emphasizing determination of body parts appropriate for access and identifying access aids for use in conjunction with those body parts. A strategy utilizing scanning is then considered, which involves selection of a desired item from a predetermined configuration. The strategy calls for identifying body parts for use with scanning devices, such as hand/arm, head, knee, or foot, and selective matching of movements with switch placement. Therapeutic position priorities are offered that focus on access positions and stabilization. (Contains 12 references.) (JDD)

ED 380 977

EC 303 851

McKnaib, Paul  
Attrition Rates of Special Education Personnel in Kansas: 1993-94 to 1994-95.

Kansas State Board of Education, Topeka.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1 Mar 95

Note—36p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Disabilities, Educational Trends, Elementary Secondary Education, \*Employment Patterns, \*Faculty Mobility, \*Gifted, Interdisciplinary Approach, Labor Turnover, \*Non-categorical Education, Rural Education, \*Special Education Teachers, Trend Analysis, Urban Education

Identifiers—Categorical Special Education, \*Kansas

This report examines attrition data of Kansas special education personnel employed in the 1993-94 school year who did not return for the 1994-95 year. Fifteen tables display data on: (1) numbers employed, numbers of leavers, and percent of attrition from 1976 to 1994 in each special education category; (2) employment and attrition by level of instruction; (3) attrition based on size of the district, urban versus rural district, administrative organization of the district, and geographic region of the state; (4) attrition rates for those personnel who have teaching as a primary responsibility and those who are mainly support personnel; (5) attrition rate for full-time versus part-time employees; and (6) attrition rate for interrelated (cross-categorical) personnel and for personnel in traditional categories. The data indicate that the 1993 to 1994 attrition rate was 8.9 percent, which was very consistent with rates obtained since 1988. Senior high teachers had one of the lowest rates of attrition. Small districts had higher attrition rates than large districts, urban districts had slightly higher attrition than rural districts, and part-time personnel had higher attrition than full-time personnel. Attrition rates for teaching personnel and support personnel were identical. The data chronicle the growth and then decline of categorical self-contained programs, as well as the continued personnel increase in interrelated programs. (JDD)

ED 380 978

EC 303 852

Individualized Education Program and Appropriate Placement in the Least Restrictive Environment. Technical Assistance Document.

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Dec 93

Note—99p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Compliance (Legal), \*Disabilities, Elementary Secondary Education, Federal Regulation, \*Individualized Education Programs, \*Mainstreaming, Records (Forms), Special Education, \*Standards, State Regulation, State Standards, \*Student Placement

Identifiers—\*Arizona

This document, designed to support Arizona's special education state plan, establishes minimum standards for Individualized Education Programs (IEPs), provides a measurement tool for determining compliance with federal and state requirements, and establishes criteria for determining appropriate placement in the least restrictive environment. The first section provides narrative information on the process of completing an IEP form developed by the Arizona Department of Education Special Education Section. The narrative is divided into 16 parts to correspond with the components included on the sample IEP form, and each part contains applicable compliance indicators and references to federal and state regulations. The second section consists of a sample of the IEP form. The third section outlines a decision-making process for determining an appropriate placement in the least restrictive environment, in order to meet federal and state regulations. It includes a placement form, compliance indicators for appropriate placement, an integration plan, and a flow chart. An appendix lists, in summary form, the compliance indicators for IEPs and for appropriate placement in the least restrictive environment. A second appendix offers a sample IEP form developed by the Special Education Administrator Association. (JDD)

ED 380 979

EC 303 854

Foreman, Phil And Others

Services to Students with Mild Intellectual Disability. Research Report.

Newcastle Univ., Callaghan (Australia). Special Education Centre.

Pub Date—94

Note—135p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Classroom Techniques, Curriculum, Early Childhood Education, \*Educational Practices, Elementary School Teachers, Elementary Secondary Education, Foreign Countries, Mainstreaming, \*Mild Mental Retardation, Secondary School Teachers, Social Integration, \*Special Education, Special Education Teachers, Student Characteristics, Student Placement, \*Teacher Attitudes, Teacher Characteristics, Teaching Methods

Identifiers—\*Australia (New South Wales)

A study of services to students with mild intellectual disability was conducted in two educational regions of New South Wales—Hunter and Metropolitan East. The scope of the study included students who were educated for some or all of the time in segregated support classes or in special schools or who were receiving assistance through the Early School Support Program. The study was based on a survey questionnaire completed by 68 teachers, interviews with 27 teachers, and classroom observations of 7 teachers. The study addressed teacher and class variables, integration and resources, curriculum and programming, and teaching strategies and management. The study found that: (1) 51 percent of teachers had an academic qualification in special education; (2) average class size was 13.3 children; (3) 48 percent of boys and 44 percent of girls were partly integrated; (4) social integration was seen as receiving more support than academic integration; (5) most teachers wished for more access than they were receiving to support services, particularly to therapy services and specialist facilities; (6) teachers' aide time was seen as inequitable in comparison with other special education classes; and (7) classroom observations revealed a variety of teaching techniques being used. Appendixes include copies of the survey forms, interview schedule, classroom observation scale, daily activities sheet, and weekly summary sheet. (Contains 20 references.) (JDD)

**ED 380 980**

EC 303 856

Gregory, Martha Wille, Ed.

**How To Provide Accommodations for Students with Learning Disabilities. Creating Employment Opportunities.**

Center for Innovations in Special Education, Columbia, MO; Missouri Univ., Columbia. Dept. of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—94

Contract—H078C20011-92

Note—70p.

Available from—Creating Employment Opportunities Project, Center for Innovations in Special Education, Parkade Center, Suite 152, 601 Business Loop 70 West, Columbia, MO 65211 (free).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Assistive Devices (for Disabled), \*Classroom Techniques, \*Cognitive Style, Compliance (Legal), Definitions, Federal Legislation, Higher Education, \*Learning Disabilities, Media Adaptation, Misconceptions, School Responsibility, Student Characteristics, \*Student Personnel Services, \*Student Responsibility, Symptoms (Individual Disorders), \*Teacher Responsibility, Teaching Methods

Identifiers—University of Missouri Columbia

This training module of the Creating Employment Opportunities Project is designed to inform college professors and instructors on how to accommodate college students with learning disabilities. The module provides a definition and characteristics of a learning disability; provides an understanding of what it means to have a learning disability and dismisses myths associated with disabilities; introduces legislation concerning learning disabilities, highlighting the responsibilities of the institution, the instructor, and the student; introduces learning styles and how instruction and materials can be adapted to accommodate an individual's learning style; and provides a list of facilities available on the campus of the University of Missouri-Columbia and nationally to assist the instructor or the student. The training module provides objectives, a training agenda, background information, notes to the trainer, handouts, and overhead transparency originals. (Contains 20 references.) (JDD)

**ED 380 981**

EC 303 857

**Graduation Requirements for Certain Students with Disabilities. Technical Assistance Paper.** Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

Pub Date—Jun 94

Note—8p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Standards, \*Disabilities, Elementary Secondary Education, Employment Experience, \*Graduation Requirements, State Regulation, \*State Standards

Identifiers—\*Florida

This paper is designed to assist school district personnel in implementing revised Florida regulations concerning student performance standards and graduation requirements for Special Diplomas for certain exceptional students. The revised regulations call for provision of a diploma option based upon demonstrated employment and community competencies; development of a training plan to implement the new diploma option; documentation of the student's intent to pursue a course of study leading toward either a Standard or Special Diploma by eighth grade or age 16; and identification of levels of performance standards for students with mental handicaps, hearing impairments, physical impairments, language impairments, emotional handicaps, specific learning disabilities, and profound handicaps. A background section provides a brief historical perspective and an overview of applicable statutes and rules. A question and answer section responds to common concerns about student mastery of the performance standards, incorporation of the performance standards into curricula, establishment of credit requirements, components of the training plan required under the Employment and Community Competencies option, and selection of the appropriate diploma option for an individual student. (JDD)

## FL

**ED 380 982**

FL 021 455

Endt, Ernst

**Immersion und Bilingualer Unterricht: Eine Bibliographie. Informationshefte zum Lernen in der Fremdsprache. Heft 3. (Immersion und Bilingual Education: A Bibliography. Publications on Learning in a Foreign Language. Volume 3).** Catholic Univ., Eichstatt (Germany); Christian Albrechts Univ., Kiel (Germany).

Report No.—ISSN-0938-6165

Pub Date—92

Note—160p.

Available from—EKIB Katholische Universität Eichstatt, Ostenstr. 26-28, 85072 Eichstatt, Germany (free).

Language—German; English; Finnish; French; Spanish

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Bilingual Education, Bilingualism, Brain Hemisphere Functions, Communicative Competence (Languages), Foreign Countries, \*Immersion Programs, \*Language Research, Psycholinguistics, Second Language Instruction, Second Language Programs

Identifiers—Africa, Asia, Australia, \*Canada, Content Area Teaching, Europe, Latin America, United States

This bibliography lists publications concerned with bilingual education and immersion programs and how they are used in and outside of Canada. In the beginning, an overview is provided of publications from related disciplines that have brought crucial recognition to the fields of bilingual and immersion education. These include: second and foreign language acquisition; psycholinguistics; brain hemisphere research; bilingualism; bilingual upbringing; communicative foreign language learning; and content-based foreign language learning. The main body of the bibliography is primarily arranged geographically, with a larger section on Canada, which is divided in more specific sections. The other geographic areas covered include: Africa; Asia; Australia; Latin America; United States; and Europe, which is divided into sections on Belgium, Finland, France, Holland, Ireland, Luxembourg, Austria, Sweden, Switzerland, Spain, Wales, and

Germany. The entries in the bibliography are published in the language of their origin. (AMB)

**ED 380 983**

FL 021 922

Hart-Gonzalez, Lucinda

**Raters and Scales in Oral Proficiency Testing: The FSI Experience.**

Pub Date—5 Mar 94

Note—26p.; Paper presented at the Annual Language Testing Research Colloquium (Washington, DC, March 5, 1994).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Federal Government, Interrater Reliability, \*Language Proficiency, \*Language Tests, \*Oral Language, \*Rating Scales, Scores, Second Language Learning, \*Second Languages, Test Construction, Testing

Identifiers—\*Foreign Service Institute VA, \*Oral Proficiency Testing

This overview of the 40 year development of language proficiency rating at the Foreign Service Institute (FSI) and elsewhere in the federal government focuses on three issues pertaining to the scale and the raters: (1) the number of levels of differentiation in the scale; (2) the relation of the scale to the rating task; and (3) the calibration of the scale against some underlying proficiency continuum. Over the years, the rating system has become more and more complex, all in a seeming effort to balance between the desire for greater differentiation and information, concern for rater fairness, and the administrative need for a simple but dependable global score. Problems occur when greater specificity contradicts scale assumptions or imposes undesirable ones. At this writing, The Federal Language Testing Board, which includes FSI, is revising the testing system in the direction of greater simplicity for raters, with some attention to issues of scale. Contains 26 references. (Author)

**ED 380 984**

FL 021 930

Steel, David Alderson, J. Charles

**Metalinguistic Knowledge, Language Aptitude and Language Proficiency.**

Pub Date—Mar 94

Note—14p.; Paper presented at the Annual Language Testing Research Colloquium (Washington, DC, March 5, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Students, Comparative Analysis, Foreign Countries, \*French, Grammar, Higher Education, Introductory Courses, \*Language Aptitude, \*Language Proficiency, Language Tests, \*Metalinguistics, \*Psycholinguistics, Second Language Learning, Statistical Analysis, Testing

Identifiers—University of Lancaster (England)

This paper presents a preliminary investigation of the psycholinguistic abilities of first-year undergraduate student learners of French. In particular, it reports on the construction and use of a battery of tests of metalinguistic knowledge, language aptitude, grammatical accuracy in French, and French linguistic proficiency, and explores the relationships among these measures with a view to establishing levels of metalinguistic knowledge in incoming undergraduates. The paper reports on pilot work and makes proposals for further research in the light of the results. Contains three references. (Author)

**ED 380 985**

FL 022 111

The Educational Implications of NAFTA.

Spons Agency—United States Coalition for Education for All, Arlington, VA.

Pub Date—14 Jan 94

Note—34p.; Edited transcript of a symposium sponsored by the United States Coalition for Education for All (USCEFA).

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Bilingual Education, Curriculum Development, Educational Change, \*Educational Trends, Elementary Secondary Education, Foreign Countries, \*Futures (of Society), Higher Education, \*International Trade, Language Skills, Migrant Education, Partnerships in Education, Public Policy, Second Languages, Teacher Education

Identifiers—European Community, \*North American Free Trade Agreement

The transcript provided in this document is from

a symposium set up to explore the educational implications of the North American Free Trade Agreement (NAFTA). NAFTA, which will remove trade barriers between the United States, Mexico, and Canada contains no educational provisions. The panelists discuss the new educational challenges that NAFTA may create and look at ways to maximize the effectiveness of this new situation for education. Panelists include the following: Jonathan Davidson, Head of Academic Affairs, European Community Delegation; Peter Stephens, Assistant Academic Relations Officer, the Canadian Embassy; Eugene Garcia, Director of the Office of Bilingual Education and Minority Languages, U.S. Department of Education; Ramon Ruiz, Deputy Director, Office of Migrant Education, U.S. Department of Education; Mauro Reyna, Consultant, Southwest Educational Development Laboratory; and Gregorio Luke, Deputy Director, Mexican Cultural Institute. A question and answer session concludes the transcript. (JL)

ED 380 986 FL 022 539

Flewelling, Janet

**Implications of the National Core French Study for ESL Teachers.**

Pub Date—Oct 92

Note—5p.

Journal Cit—Contact; v11 n3 p7-10 Oct 1992

Pub Type—Reports - Research (143) — Journal Articles (080)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communicative Competence (Languages), Course Descriptions, \*Curriculum Design, Elementary Secondary Education, Foreign Countries, \*French, \*Language Teachers, Second Language Instruction, Teacher Education, \*Teacher Qualifications, Teaching Methods

Identifiers—Canada

This report discusses implications of a nationwide study for French as a second language. The study sought to: (1) examine policies, programs, and activities in core French in different parts of Canada; (2) pool ideas, experience, and research on planning, organization, curriculum development, teaching approaches, teacher education, professional development, resources and evaluation, thereby encouraging exchanges of information about core French across Canada; and (3) identify how the core French program could be strengthened to ensure higher proficiency levels for all students and a better integration into the overall school program. The report outlines the objectives of the core French program, and suggests the objectives can be facilitated by a multidimensional curriculum comprised of four components: a language syllabus; a communicative/experiential syllabus; a culture syllabus; and a general language education syllabus. The implications of the study will require French teachers to have the following: a high level of linguistic competency; a thorough and up-to-date understanding of French culture, with an emphasis on the culture of local francophone communities, Quebec and other francophone regions of Canada; a good understanding of the communicative teaching approach; skills in curriculum development; a good level of knowledge about general language education; an understanding of how to teach in a multidimensional manner; and a commitment to ongoing professional development. (VWL)

ED 380 987 FL 022 682

Juola, Patrick

**Self-Organizing Example-Based Machine Translation, A Prototype.**

Pub Date—[95]

Note—8p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Algorithms, \*Computational Linguistics, \*English, Evaluation Methods, \*French, Grammar, \*Machine Translation, Uncommonly Taught Languages, \*Urdu

This paper describes an attempt to combine the advantages of both example-based translation and stochastic translation methods in an attempt to develop a method for inferring symbolic transfer functions from a bilingual corpus. By formalizing the translation process and applying standard optimization techniques, a system can be developed that will identify grammatical categories and produce coherent transfer functions between languages. The validity of this approach is demonstrated in a prototype system that can learn transfer functions between English, French, and Urdu. Contains 13 references. (Author)

R1E AUG 1996

ED 380 988 FL 022 685

Kukkonen, Pirkko

**Grammatical Complexity of Aphasic Speech.**

Pub Date—Aug 93

Note—9p.; In: Aulanko, R., Ed.; and Korpijaakko-Huuhka, A. M., Ed. *Proceedings of the Third Congress of the International Clinical Phonetics and Linguistics Association* (Helsinki, Finland, August 9-11, 1993).

Available from—Department of Phonetics, University of Helsinki, P.O. Box 35, 00014 University of Helsinki, Finland (FIM 50).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Aphasia, Foreign Countries, \*Grammar, \*Language Processing, Language Research, Language Variation, Linguistic Theory, Literary Genres, \*Oral Language, Qualitative Research, \*Speech Communication, Statistical Analysis, \*Story Telling, Syntax

Spoken narratives as a genre usually show literary stylistic features. Written/literary registers are characterized by lexical density whereas spoken/collateral genres are characterized by the complex combination of simple clauses into clause complexes. It has been observed that when aiming at informationally dense speech, people often hesitate and even commit speech errors, possibly due to time constraints. The present study provides support for the role of processing constraints in explaining stylistic variation. Aphasic subjects often produce longer stories than normal, and the stories show typical failures in trying to produce lexically dense speech under heavy processing constraints. Contains 13 references. (Author)

ED 380 989 FL 022 687

Kukkonen, Pirkko

**Different Ways of Conveying Information: A Comparison of Spoken and Written Stories Produced by Non-Aphasic and Aphasic Subjects.**

Pub Date—95

Note—15p.

Available from—English Philology, University of Turku, Henrikinkatu 2, SF-20500 Turku, Finland.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Aphasia, College Students, \*Communication (Thought Transfer), Comparative Analysis, Finnish, Foreign Countries, Higher Education, Language Research, \*Oral Language, \*Story Telling, Tape Recordings, Uncommonly Taught Languages, \*Written Language

Identifiers—Finland

Spoken and written stories of healthy, monolingual speakers of Finnish were compared with spoken stories of aphasic subjects in order to determine in which respects narratives differed from one another. The comparison sheds light on the factors behind stylistic variation in speech and writing. Sixty stories were elicited by presenting a series of six pictures to subjects in three age groups. The same picture series was presented to five non-aphasic subjects and 15 aphasics all of whom were accepted on a first come first serve basis. Furthermore, 42 written stories were elicited by the same picture series from university students. The subjects were asked to tell or to write down the story illustrated in the picture. The pictures remained in full view throughout the task. The spoken stories were tape-recorded and then transcribed. Results did not reveal qualitative differences between the aphasic and non-aphasic subjects. The aphasic's stories were characterized by an overabundance of features typical of spoken stories. (JL)

ED 380 990 FL 022 743

Kukkonen, Pirkko

**Consonant Harmony.**

Pub Date—94

Note—34p.; In: Shore, Susanna, Ed.; Viikuna, Maria, Ed. *Yearbook of the Association of Finland*, 1994, p57-88.

Available from—Linguistic Association of Finland, c/o Tapio Hokkanen, English Philology, University of Joensuu, P.O. Box 111, 80101 Joensuu, Finland (Finnish marks 100.-).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adults, Aphasia, \*Articulation (Speech), Articulation Impairments, \*Consonants, Error Analysis (Language), Finnish, Foreign Countries, Infants, \*Language Acquisition, \*Language Patterns, Language Research, Linguistic Theory, \*Phonology, \*Speech Impairments, Uncommonly Taught Languages, Young Children

Consonant harmony, a complex phonological assimilation in which segments (usually consonants, but sometimes even vowels) become identical, which occurs in the speech of young children and adult aphasics, is analyzed, particularly as it occurs in Finnish-speakers. Consonant harmony has an articulatory basis: it is a trend toward repetition of the same articulatory gesture instead of more varied gestures. The analysis looks at the nature of harmonic errors and proposed "explanations" of harmonic word forms, reviewing relevant literature on language acquisition and adult aphasia. Consonant harmony is then discussed in the framework of traditional, natural, and non-linear phonological theories. The phonetic quality of harmonic errors and their relation to slips of the tongue and Finnish vowel harmony are discussed. Finally, some directions for future research on consonant harmony are explored. (Contains 44 references.) (MSE)

ED 380 991 FL 022 754

Kukkonen, Pirkko

**Patterns of Phonological Disturbances in Adult Aphasia.**

Report No.—ISBN-951-717-623-6; ISSN-0355-1768

Pub Date—90

Note—239p.; Some pages may not reproduce well. Available from—Finnish Literature Society, Book Store, Hallituskatu 1, 00170 Helsinki, Finland (Finnish marks 130.-).

Pub Type—Reports - Research (143) — Books (010)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Adults, \*Aphasia, \*Articulation (Speech), Auditory Discrimination, Classification, Comparative Analysis, \*Error Patterns, Finnish, Foreign Countries, Language Patterns, Language Research, Linguistic Theory, \*Phonology, \*Speech Impairments, Uncommonly Taught Languages

Two studies of adult aphasia, focusing on phonological disturbances, are presented. In the first study, subjects were 15 adults with moderate aphasia and five age-matched controls. A variety of speech production and speech perception tests were administered, including tests of syllable discrimination, auditory word-picture matching, articulation, repetition of real words and non-words, naming, and picture description. Results of these tests are summarized and compared. In the second study, subjects were ten aphasic patients with a range of fluency and two controls. This research tested (1) the reliability of the clinical classification of aphasia into fluent and non-fluent types; and (2) the success of the two-stage view of speech production in predicting the nature of speaker errors. Two tests were used: one tested listener judgment of articulatory fluency, and an acoustic analysis of format frequencies and duration of eight Finnish vowel phonemes in the first (stressed) syllable. Results of these tests are also discussed. A 125-item bibliography is included. Appended materials include the tests, notes on Finnish phonology, materials related to the tests, and summarized test results. (MSE)

ED 380 992 FL 022 767

Hall, Joan Kelly

**The Power of Women's Voices in the Practice of "Chismeando."**

Pub Date—94

Note—23p.; Paper presented at the Annual Meeting for the Organization for the Study of Communication, Language, and Gender (17th, Gainesville, FL, September 28-October 2, 1994).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cultural Traits, \*Females, Foreign Countries, \*Interpersonal Communication, \*Intonation, Language Patterns, Language Role, \*Language Styles, Language Usage, \*Sex Differences, Sociolinguistics, Spanish, \*Story Telling

Identifiers—Dominican Republic, \*Gossip

The practice of "chismeando" (gossiping, in Spanish) is examined as it is defined and engaged in by a group of women from the Dominican Republic. It is argued that the stories told in chismeando are repositories of sociocultural knowledge. Women's participation in the practice provides the women with a framework for understanding and displaying this knowledge. Focus of the analysis is on the use of two intonation patterns, the phrase-final fall and the phrase-final rise, and it is shown how through

varied uses of these patterns the women display and create their shared social history. The paper argues for locally sensitive interpretations of the meanings of these patterns. It is also proposed that chismeando is more than mere chat among women; it is, at least for this group of women, a site of much sociopolitical activity, their participation in which is significant to the unfolding of their everyday lives. Contains 23 references. (MSE)

**ED 380 993** FL 022 795

Schmitt, Norbert

**Vocabulary Testing: Questions for Test Development with Six Examples of Tests of Vocabulary Size and Depth.**

Pub Date—Mar 94

Note—10p.

Available from—Thai TESOL Bulletin, c/o Robert Burgess, Suranaree University of Technology, School of English, Muang District, Nakhon Ratchasima, Thailand.

Journal Cit—Thai TESOL Bulletin; v6 n2 p9-16 Mar 1994

Pub Type—Reports - Research (143) - Guides - Non-Classroom (055) - Journal Articles (080)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*English (Second Language), Foreign Countries, Knowledge Level, \*Language Tests, \*Test Construction, Testing, \*Test Items, \*Vocabulary Development

The design of vocabulary tests, particularly for English as a Second Language, is discussed. The discussion is intended to help language teachers with little or no knowledge of testing gain a better understanding of vocabulary testing. First, a set of principles for guiding the writing of vocabulary tests are outlined, presented in the form of questions. The principles address the use that will be made of test results, determination of the words to be tested, testing of breadth vs. depth of knowledge, and how students' knowledge is to be elicited. Several tests of vocabulary size (breadth of knowledge) are examined, and several experimental tests that have the potential for measuring depth of knowledge are discussed. Contains three references and two notes. (MSE)

**ED 380 994** FL 022 798

Schmitt, Norbert

**Identifying and Assessing Vocabulary Learning Strategies.**

Pub Date—Mar 93

Note—9p.

Available from—Thai TESOL Bulletin, c/o Robert Burgess, Suranaree University of Technology, School of English, Muang District, Nakhon Ratchasima, Thailand.

Journal Cit—Thai TESOL Bulletin; v5 n4 p27-33 Mar 1993

Pub Type—Guides - Classroom - Teacher (052) - Reports - Research (143) - Journal Articles (080)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Learning, Comparative Analysis, Foreign Countries, Grammar, Language Patterns, Language Processing, Language Research, Language Tests, Learning Processes, \*Learning Strategies, Memory, Reference Materials, Secondary Education, Second Language Learning, \*Second Languages, Study Habits, \*Study Skills, \*Vocabulary Development

Identifiers—Japan, \*Japanese People

This article discusses second language vocabulary learning strategies and includes an analysis and classification of possible strategies and the report of a study conducted among second language learners in Japan. Research on vocabulary learning strategies is synthesized into two lists of strategies: 14 methods for initial learning of a new word's meaning (use of reference materials, working with others, analyzing words from available information, creating systems to analyze words, using knowledge of other languages, and avoidance) and 28 strategies for studying and remembering a word's meaning once it is known (repetition, study of formal and grammatical aspects, creation and use of study aids, perseverance, physical actions, manipulation of meaning, association systems, working with others, imaging, and use of knowledge of other languages). The study reported used these lists of strategies to determine how 600 Japanese subjects, ranging from junior high school students to adults, ranked their use and the utility of various strategies. Strategies considered to be most helpful and least helpful are listed and discussed briefly. Contains 11 references. (MSE)

**ED 380 995** FL 022 818

Prideaux, Gary D. Hogan, John T.

**The Role of Markedness in Coding Episode Boundaries: Evidence from Oral and Written Discourse.**

Spons Agency—Canadian Social Science and Humanities Research Council, Ottawa (Ontario). Pub Date—[94]

Contract—410-90-0109; 410-90-0125

Note—11p.; Truncated version of paper presented at a Conference on Organization in Discourse (Turku, Finland, 1994).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Contrastive Linguistics, \*Discourse Analysis, English, Fiction, Foreign Countries, \*Language Patterns, Language Research, \*Linguistic Theory, Mandarin Chinese, \*Oral Language, Programming (Broadcast), Research Methodology, Television, \*Written Language

Identifiers—\*Markedness  
An analysis of oral and written discourse focuses on the hypothesis that marked structures serve to code discourse boundaries and signal the advent of new discourse units. The hypothesis is examined against three independent sets of data: (1) discourse from a larger study, in which subjects provided oral or written narrative descriptions, in English, of the same event (from a movie); (2) an identical study except that subjects provided descriptions in Mandarin Chinese; and (3) analyses of two texts, both novels in English. In each analysis, markedness distribution in initial and non-initial positions was examined. It is concluded that all three studies provide independent supporting evidence for the hypothesis from both written and oral narrative discourse. Contains 18 references. (MSE)

**ED 380 996** FL 022 819

Antoulaki, Maria Tsujii, Jun-ichi

**An ANN That Applies Pragmatic Decision on Texts.**

Pub Date—9 Dec 94

Note—7p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Abstracting, Abstracts, Artificial Intelligence, Classification, \*Computational Linguistics, Computer Software, \*Discourse Analysis, Foreign Countries, Language Patterns, Language Research, Linguistic Theory, \*Pragmatics, Program Descriptions, \*Sentence Structure

Identifiers—\*Neural Networks

A computer-based artificial neural network (ANN) that learns to classify sentences in a text as important or unimportant is described. The program is designed to select the sentences that are important enough to be included in composition of an abstract of the text. The ANN is embedded in a conventional symbolic environment consisting of lexical/semantic, morphological, syntactic, and pragmatic analyzers and synthesizers. Only certain features are computed by these symbolic modules, those that are more relevant to this sentence classification task. The selected features are translated into vectors of ones, zeros, and intermediate values, and input into the network. In this way, the ANN collectively considers all linguistic and pragmatic levels in making a decision. This is in contrast to most text abstraction systems, which use information retrieval techniques such as keyword extraction. Preliminary testing shows the ANN has a success rate of 86 percent with 10 different sets of novel sentences, after having been trained on disparate sets of 90 sentences. Contains 12 references. (Author/MSE)

**ED 380 997** FL 022 820

Szwedek, Aleksander

**The Contextual Nature of "Also."**

Pub Date—91

Note—9p.; For a related article, see FL 022 821.

Journal Cit—English Studies 2; v206 p3-9 1991

Pub Type—Reports - Evaluative (142) - Journal Articles (080)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Discourse Analysis, \*English, Foreign Countries, \*Grammar, \*Language Patterns, Language Research, Linguistic Theory, Semantics, \*Sentence Structure, \*Syntax

Identifiers—\*Particles (Grammar), \*Referents (Linguistics)

An analysis of the use of the English particle

"also" in discourse is presented. First, previous analyses of "also" and of related particles "even," "only" are outlined and critiqued. It is argued that these analyses draw inadequate conclusions about the particles' usage patterns and meaning. A formulation of the meaning of "also" is proposed: (1) "also" connects the element with which it associates with the element of the same category mentioned in the preceding context; and (2) "also" signals that the element with which it associates belongs to the set of elements mentioned in the preceding context (a feature or element is added). Therefore, the function of "also" is described as that of a cohesive additive, the function of which a mere linear sequentiality does not guarantee. (MSE)

**ED 380 998** FL 022 821

Szwedek, Aleksander

**The Contextual Nature of "Even" and "Only."**

Pub Date—90

Note—10p.; For a related article, see FL 022 820.

Journal Cit—English Studies 1; v203 p89-96 1990

Pub Type—Reports - Evaluative (142) - Journal Articles (080)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Discourse Analysis, \*English, Foreign Countries, \*Grammar, \*Language Patterns, Language Research, Linguistic Theory, \*Semantics, \*Syntax

Identifiers—Particles (Grammar), \*Referents (Linguistics)  
An analysis of the English lexical items "even" and "only" looks at features of their behavior in discourse and brings attention to certain unexamined aspects of their role in text. Their syntactic behavior is reviewed and some problems with previous interpretations are examined. The features of "even" are defined: (1) "even" connects the element it associates with, with the element (set) of the same category mentioned in the preceding context; (2) "even" signals that the element it associates with joins the set of elements mentioned in the preceding context (a feature or element is added); and (3) "even" has negative implications with regard to the element it associates with, in that it implies that what the element does exceeds its normal state and would not normally be the case under the present circumstances. The features of "only" are defined: (1) same as "even"; (2) "only" signals that the element it associates with does not belong to the set given in the preceding context (a feature or element is removed from the set); and (3) "only" has a negative implication with respect to the element it associates with, in that it implies that the element (now constituting a set of its own) must not exceed its limits. (MSE)

**ED 380 999** FL 022 822

Han, Jufen Wu

**Language Contexts and Classroom Activities: A School Day of Six Chinese-Speaking Children in a Kindergarten.**

Pub Date—Dec 94

Note—26p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Class Activities, \*Classroom Communication, Classroom Environment, \*English (Second Language), Immigrants, Interaction, \*Interpersonal Communication, Kindergarten, Kindergarten Children, Language Patterns, \*Language Role, Language Usage, \*Mandarin Chinese, Native Speakers, Primary Education, Second Language Learning

Identifiers—Asian American Students

A study investigated the language use of six native Mandarin Chinese-speaking children, recent immigrants to the United States placed in an English-language kindergarten class. Taking the perspective of an immigrant child, the research focuses on the English-as-a-Second-Language (ESL) learner's language behaviors when engaging in four classroom activities: teacher-directed whole-class activity; free-choice activities at activity centers within the classroom; adult-assisted small-group activities; and the ESL class. Special attention was given to the free-choice activities, in which interpersonal interaction was greatest. Data were gathered through classroom observation, in-depth interviews with teachers, review of school documents and teacher newsletters, and photography. It was observed that the children's language behaviors varied considerably across these four contexts, and the teacher's language behaviors varied also. It is concluded that the different contexts contribute in different ways to

the children's language experience and that the overall experience is effective and well received by the children. Contains 15 references. (MSE)

**ED 381 000** FL 022 824

Chavez, Monika M. Th.  
**Learners' Perspectives on Authenticity.**  
Pub Date—94

Note—33p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (28th, Atlanta, GA, November 18-20, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Anxiety, College Students, Difficulty Level, German, Higher Education, Instructional Effectiveness, \*Instructional Materials, \*Relevance (Education), Second Language Instruction, Second Language Learning, \*Second Languages, Stress Variables, \*Student Attitudes, Student Characteristics, Surveys  
Identifiers—\*Authentic Materials

A survey investigated the attitudes of second language learners about authentic texts, written and oral, used for language instruction. Respondents were 186 randomly-selected university students of German. The students were administered a 212-item questionnaire (the items are appended) that requested information concerning student demographic variables, previous experience with German, current enrollment level, target language country travel, and last course grade, and presented 53 scenarios. Respondents rated the scenarios on four levels: authenticity; contribution to language learning; difficulty level; and level of anxiety/enjoyment elicited. Scenario themes included reading a menu, listening to a conversation about the weather, reading a letter, listening to directions, watching the news, and reading a literary story. Each varied with respect to the number and nature of authenticity factors they contained. Analysis of survey results indicate that: (1) certain authenticity factors (immediacy, currency, medium authenticity, native inception, native reception, cue authenticity, intent authenticity, learner inclusiveness, source authenticity, initiative authenticity, setting authenticity, cultural orientation) influence perceptions of authenticity; contribution to language learning, ease/difficulty, and anxiety/enjoyment; (2) perceived authenticity and difficulty are independent of each other; and (3) correlations between authenticity, contribution to learning, ease/difficulty, and anxiety/enjoyment varied by student characteristics. Contains 15 references. (MSE)

**ED 381 001** FL 022 826

Djite, Paulin G.  
**From Language Policy to Language Planning: An Overview of Languages Other Than English in Australian Education.**

Australian National Languages and Literacy Inst., Deakin.

Report No.—ISBN-1-875578-33-1

Pub Date—94

Note—179p.

Available from—National Languages and Literacy Institute of Australia Ltd., Level 2, 6 Campion Street, Deakin, Australian Capital Territory 2600, Australia.

Pub Type—Reports - Descriptive (141) — Books (010)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Arabic, Chinese, Educational Assessment, \*Educational Policy, Federal Government, Foreign Countries, French, German, Greek, Immigrants, Indonesian Languages, International Trade, Italian, Japanese, Language Attitudes, \*Language Planning, Language Research, \*Language Role, Linguistic Theory, Malay, \*Public Policy, Second Language Instruction, \*Second Languages, Sociolinguistics, Spanish, State Government, Uncommonly Taught Languages  
Identifiers—\*Australia

Based on an Australian study creating sociolinguistic profiles of nine languages other than English (LOTE) commonly used in Australia, the report examines implications for public language policy and planning. The languages are: Arabic; Chinese; French; German; Modern Greek; Indonesian/Malay; Italian; Japanese; and Spanish. The report begins by giving an overview of the history of commonwealth language policy and outlining state and territory language policy initiatives. It then describes the current state of LOTE and English language policy and offers some background on the

theory of language planning. A chapter is devoted to language policy in the context of business and trade. Explanations of trade patterns with the countries represented by the nine languages are offered here. The final chapter explains the project in which the sociolinguistic profiles were created and summarizes them, focusing on three aspects: the individual languages' role in relation to migration and Australian society; quantitative data resulting from the study; and qualitative data emerging from the study. Results of a student attitude survey are also summarized. Contains 172 references. (MSE)

**ED 381 002** FL 022 828

McConnell, Grant D., Ed. Gendron, Jean-Denis, Ed.

**Atlas international de la vitalité linguistique. Volume 3: L'Afrique Occidentale = International Atlas of Language Vitality. Volume 3: West Africa.**

International Center for Research on Language Planning, Quebec (Quebec).

Spons Agency—Canadian Social Science and Humanities Research Council, Ottawa (Ontario).

Report No.—CIRAL-G-15; ISBN-2-89219-251-X

Pub Date—95

Contract—410-92-1236

Note—113p.; For Volume 1, see ED 362 058. For

Volume 2, see ED 367 186.

Language—French; English  
Pub Type—Reference Materials - Geographic (133) — Numerical/Quantitative Data (110) — Multilingual/Bilingual Materials (171)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*African Languages, Atlases, Business Administration, Courts, Elementary Secondary Education, Foreign Countries, Geographic Distribution, Industry, \*International Relations, \*Language Maintenance, Language Planning, \*Language Role, Legislation, Mass Media, Public Administration, Religion, Surveys

Identifiers—\*Africa (West), Benin, Burkina Faso, Gambia, Ghana, Guinea, Guinea Bissau, Ivory Coast, Liberia, Mali, Mauritania, Senegal, Sierra Leone, Togo

The third volume in a series of atlases of language vitality covers 13 countries of West Africa (Benin, Burkina Faso, Ivory Coast, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Senegal, Sierra Leone, Togo) and 59 major languages. The atlas consists of four main parts. The first offers comparative data, in bar graph and tabular form, on the vitality of specific languages in written and oral form, by domain (religion, schools, mass media, administration, courts, legislature, manufacturing industries, sales and service industries, and overall) for all countries. The second part presents the same information in somewhat more detailed form, by country. Part three presents the usage data by language, again in bar graph and tabular form. The final section focuses on the vitality of languages used between states, with all domains considered together. The atlas is indexed by domain, language, and country. (MSE)

**ED 381 003** FL 022 829

Cahill, Mike  
**Nasal Assimilation and Labiodental Geometry.**

Pub Date—Mar 95

Note—19p.; Paper presented at the Annual Conference on African Linguistics (March 24-26, 1995).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*African Languages, \*Articulation (Speech), \*Language Patterns, Language Research, Linguistic Theory, \*Phonology, Uncommonly Taught Languages  
Identifiers—Gur Languages

The representation of labiodentals in feature geometry is discussed, using primarily evidence from Konni, a Gur language of northern Ghana, and data from some other languages. The discussion is based on an observation that place assimilation of a nasal consonant to labiodentals does not result universally in a labiodental nasal, as has been theorized previously. Relevant data from Konni are presented first, and two possibilities for analysis of Konni and other languages are considered and rejected. Various proposals in the literature about how labiodental consonants and nasal assimilation are to be represented in feature geometry are reviewed. An analysis to explain the assimilation facts in these cases is then outlined. It is concluded that to account for the facts of nasal assimilation in these languages, a geometrical representation must allow for both partial and total place assimilation. The facts of nasal assimila-

tion suggest that a partial place assimilation is not unrestricted, but assimilates to the primary place of articulation if the language makes a distinction between primary and secondary places. A model of geometric identification is identified that, along with two separate rules for nasal assimilation, accounts best for the facts. Contains 23 references. (MSE)

**ED 381 004** FL 022 832

Kaskela, Merja

**Some Considerations of Intersubjectivity in the Analysis of Textual Relations.**

Pub Date—94

Note—14p.; Paper presented at a Conference on Organization in Discourse (Turku, Finland, 1994).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Coherence, Comparative Analysis, \*Discourse Analysis, Evaluation Criteria, Evaluation Methods, Finnish, Foreign Countries, Language Research, Linguistic Theory, Native Speakers, \*Reliability, Swedish, \*Technical Writing, Uncommonly Taught Languages

A study explored the reliability of methods for analyzing the thematic organization of texts. Five linguists, two of whom were native speakers of Swedish and three of whom were native speakers of Finnish, analyzed the thematic organization of a Swedish popular scientific article, using an analysis that focused on coherence reflected in the thematic progression of the text. The analysis was derived from the experimenter's model of thematic relations. The five subjects' interpretations concerning relations expressed in the utterances were compared for extent of agreement. Results suggest that, while the sample of subjects and the quantity of text used were very limited, the categories of textual relations used for analysis are sufficiently clear to make the kinds of judgments required here. Contains 19 references. (MSE)

**ED 381 005** FL 022 835

Simmons, Thomas L.

**Politeness Theory in Computer Mediated Communication: Face Threatening Acts in a "Faceless" Medium.**

Pub Date—Aug 94

Note—49p.; Master's Thesis, Aston University, Birmingham, England.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Behavior Patterns, \*Computer Mediated Communication, Electronic Mail, Foreign Countries, \*Interpersonal Communication, \*Language Patterns, Language Research, Language Styles, Linguistic Theory, \*Telecommunications  
Identifiers—\*Politeness

A study of distinctive characteristics of the style in which people communicate in computer-mediated communication (CMC), focusing on use of politeness conventions, is reported. Aspects of the concept of "face" and politeness in social interaction are first reviewed, and threats to speaker's and hearer's face are outlined. The relationship of politeness strategies, face-threatening acts (FTAs), and intentions is then examined. Previous research on politeness and discourse and on communication dynamics in electronic media are reviewed. The study itself is then detailed. Data were drawn from CMC on a bulletin board system (BBS) discussion, carried on over 10 weeks, on the topic of censorship on the BBS. Analysis of the communications was based on theory of politeness, with specific regard to FTAs. Results indicate that FTAs were a frequent feature of this topic, and that the social roles apparent to interlocutors in the outside environment were significantly altered in CMC. Discussion of the findings focuses largely on the role of the environment or the overall BBS community in the frequency of FTAs. It is also argued that examination of CMC can shed light on patterns in various communication factors, such as turn-taking and prosody. Contains 58 references. (MSE)

**ED 381 006** FL 022 838

Kitao, Kenji

**Teaching English through Newspapers.**

Pub Date—10 Mar 95

Note—30p.

Journal Cit.—Doshisha Literature; n38 p105-32

1995

Pub Type—Reports - Descriptive (141) — Guides

- Classroom - Teacher (052) - Journal Articles (080)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Class Activities, Classroom Techniques, \*English (Second Language), Foreign Countries, Headlines, Higher Education, Instructional Materials, Journalism, Layout (Publications), \*Newsletters, \*Reading Strategies, Second Language Instruction

**Identifiers—Authentic Materials**

Instructional techniques used for college-level English-as-a-Second-Language instruction using newspapers are described. The techniques begin with a class discussion of how reading newspapers can be useful to students of English, introduction of the English newspapers available locally (in this case, in Japan), and advice on getting started reading newspapers. Specific reading strategies are outlined: frequent reading; reading brief articles; reading similar articles at first; reading without a dictionary; understanding the article as a whole; and comparing Japanese and English language versions. Students are told the kinds of information they will find in a newspaper, beyond news stories, and how the paper is organized. Idiosyncratic features of headlines, including deleted words, verb tense, punctuation, and abbreviation, are explained. Organization and grammar of news articles are also detailed. Classroom activities applying and extending this knowledge are included within the text, and additional exercises are appended. Contains 23 references. (MSE)

**ED 381 007**

FL 022 839

Kitao, Kenji

**Students' Evaluation of CAI English Classes.**

Pub Date—Mar 95

Note—46p.

Journal Cit.—Doshisha Studies in English; n64 p117-60 Mar 1995

Pub Type—Reports - Research (143) - Journal Articles (080)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Classroom Techniques, College Students, \*Computer Assisted Instruction, \*English (Second Language), Foreign Countries, Higher Education, Questionnaires, \*Reading Instruction, Second Language Instruction, \*Student Attitudes, \*Student Evaluation of Teacher Performance, Teaching Methods, \*Writing Instruction

A study investigated attitudes of college students of English-as-a-Second-Language to computer-assisted instruction (CAI). Students in a CAI English writing class (n=25) and two CAI English reading classes (n=29) were surveyed at the end of the first and second semesters of instruction. The first questionnaire used had 40 questions, and the second had the same 40 questions and another 20. All were answered on a scale of 1 to 6 indicating strength of agreement or disagreement. An additional paper-and-pencil survey required written answers to questions about strengths and weaknesses of the class, time spent on homework, difficulty level, instructional materials, and class administration and teaching. Students also wrote more detailed reports on this CAI experience. In this report, questionnaire results are analyzed question by question, open-ended survey responses are summarized, and the reports are discussed briefly. It is concluded that students found the instructional materials adequate, did not like passive instruction or long reading passages, wanted paper copies of computer materials, desired personal contact with the teacher, preferred materials they felt were relevant to their future, liked to be able to see their own progress, appreciated feedback, wanted interaction with classmates, and liked individualized instruction. Course descriptions and questionnaire responses are appended. (MSE)

**ED 381 008**

FL 022 841

Shirai, Hiroaki

**Freewriting: An Interhemispheric Approach to Language Communication.**

Pub Date—Mar 95

Note—31p.

Pub Type—Reports - Evaluative (142) - Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Brain Hemisphere Functions, Classroom Techniques, \*Communicative Competence (Languages), Comparative Analysis, Cultural Context, Educational Strategies, \*English (Second Language), Foreign Countries, \*Free Writing, High Schools, \*Language Processing, Language Research, Linguistic Theory, Second

Language Instruction, \*Writing Instruction

**Identifiers—\*Japan**

The use of freewriting in English-as-a-Second-Language (ESL) instruction as a means of promoting communicative competence is examined, particularly as it may improve high-school-level ESL instruction in Japan. First, the educational environment of Japanese high schools is described, and some problems with the teaching of ESL writing are outlined. Recent research on brain hemisphere functions is reviewed for insights into the mechanism of language communication, especially the important role played by the right brain. Applications of this research to the teaching of writing are then explored, with particular attention given to how the process of freewriting activates right brain functions such as imagery, intuitiveness, and emotions. This section also explores ways in which the practice of freewriting can address some of the problems of writing instruction in Japan. Finally, practical applications of freewriting principles in the Japanese high school classroom are offered. Contains a 50-item bibliography. (MSE)

**ED 381 009**

FL 022 843

Ohno, Susan M.

**Native and Non-Native English Speakers' Current Usage of "Can" and "May" in Requesting Permission.**

Pub Date—95

Note—9p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adults, Comparative Analysis, English (Second Language), \*Grammar, \*Grammatical Acceptability, \*Language Patterns, Language Usage, \*Limited English Speaking, \*Native Speakers, Questionnaires, Surveys

**Identifiers—\*Politeness, \*Requests**

A study investigated patterns of usage of "can" and "may" (e.g., "May/Can I go to the bathroom?") among native speakers and non-native speakers of English. A questionnaire was administered to 25 native English-speakers, most aged 19-26 and the remainder over age 45, and 56 non-native speakers taking advanced English-as-a-Second-Language classes. The questionnaire contained ten questions (five posed to a friend, three to a teacher, two to a parent), all requesting permission. Respondents chose between "may" and "can" according to their assumptions about their normal use in natural speech. Results indicate that "can" was used much more than "may" among native speakers, although "may" was used noticeably more in speaking to a teacher. Younger native-speaking respondents used "may" more often when speaking to a friend and "can" more often with parents. Among non-native speakers, "can" was used less often than among native speakers, especially in the younger age group, and "may" was used more when addressing a teacher. Overall, non-native use of "can" was similar to that of the younger native-speaker group, except in addressing a teacher. Recommendations for classroom teaching of usage to non-native speakers are offered. The questionnaire is appended. Contains 11 references. (MSE)

**ED 381 010**

FL 022 845

Couette, Lisa

**French as a Second Language. Samples of Students' Work: Performance Criteria Accompanied by Illustrations of Students' Performance.**

Alberta Dept. of Education, Edmonton. Language Services Branch.

Report No.—ISBN-0-7732-1328-7

Pub Date—94

Note—222p.; Accompanying cassette tape is not included here.

Available from—Learning Resources Distributing Centre, 12360-142 Street, Edmonton, Alberta T5L 4X9, Canada.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Evaluation Criteria, Foreign Countries, \*French, \*Language Proficiency, \*Language Tests, Listening Comprehension, Reading Comprehension, Reading Skills, Second Language Instruction, \*Second Language Learning, Speech Skills, \*State Standards, Student Writing Models, Writing Evaluation, Writing Skills

Identifiers—Alberta, \*Authentic Materials

This guide provides descriptions of standards for assessing students' skills in French as a second language, accompanied by samples of student work in the four language skills (listening comprehension, reading comprehension, writing, and speaking) at each of nine competency levels. An introductory section discusses basic principles in reporting student progress and using the samples included here to assess student work. It also offers background on the samples and describes the process used for their analysis. Four subsequent sections address the four language skill areas. For listening and reading comprehension, performance criteria are detailed for three performance levels (beginning, intermediate, advanced), with examples of student performance for each level. In some cases, samples are for tailored texts in a teaching/testing situation, in others for authentic texts. The sections on oral and written production outline specific features to be assessed at each of the three basic performance levels, with examples offered at nine levels for oral production and seven levels for written production. Appended materials include charts of standards criteria for performance in each language skill area, summaries of reasons for listening to or reading texts, background information contained in the authentic texts (on an accompanying cassette tape), and grids for analysis. Contains 21 references. (MSE)

**ED 381 011**

FL 022 858

Kitao, Kenji

**Effects of English CBI at Doshisha University.**

Pub Date—95

Note—20p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Class Activities, Classroom Techniques, College Instruction, \*Computer Assisted Instruction, Course Organization, Curriculum Development, \*English (Second Language), Foreign Countries, Higher Education, Instructional Effectiveness, Keyboarding (Data Entry), \*Reading Instruction, Second Language Instruction, Word Processing

**Identifiers—\*Doshisha University (Japan)**

A teacher of English-as-a-Second-Language (ESL) reading courses at Doshisha University (Japan) describes classroom techniques and activities involving use of the computer and assesses the benefits, difficulties, and instructional results. Data are drawn from two ESL classes using computer-based instruction (CBI) offered in 1 year. The primary course objective was that students be able to read English passages without translating them into Japanese. The report describes the course's organization for each of two semesters and the adjustments made by the teacher as the result of attending a summer course on computer-assisted instruction between the semesters. Descriptions of course activities include the orientation provided to students and the class activities, exercises, and assignments. Typing skills were taught in the first semester so students could use computers comfortably for exercises and assignments. Overall results of the first semester are also discussed, including attendance, student work rate, test scores, performance patterns on class exercises, and problem areas in student comprehension and performance. A brief bibliography is included. (MSE)

**ED 381 012**

FL 022 859

Hearn, P. M., Ed. Button, D. F., Ed.

**Language Industries Atlas.**

Report No.—ISBN-90-5199-148-7

Pub Date—94

Note—388p.

Available from—IOS Press, van Diemenstraat 94, 1013 CN Amsterdam, Netherlands.

Pub Type—Reference Materials - Directories/Catalogs (132) - Books (010)

**EDRS Price - MF01/PC16 Plus Postage.**

Descriptors—Atlases, Foreign Countries, \*Geographic Distribution, International Cooperation, International Organizations, \*Language Maintenance, \*Language Planning, \*Languages, \*Native Language Instruction, \*Second Language Instruction, Surveys, Technological Advancement, Translation

**Identifiers—\*European Community**

This atlas describes the activities of public and private organizations that create the infrastructure within which languages are able to develop and interact in the European Community (EC). It contains over 1,000 descriptions of activities that play a role in shaping the language industries, from a user

or provider perspective. The atlas is organized in 11 chapters: language organizations (n=172) that promote the professional or scientific interests of their members in areas such as translation, interpreting, terminology, documentation, applied and general linguistics, natural language processing, and speech; governmental and non-governmental international, European, and national standards organizations, working groups, and affiliated bodies (n=48); language teaching and learning organizations or bodies (n=88) responsible for creating an infrastructure, at academic and technological levels, for language instruction, including national education ministries and examination boards; language planning organizations (n=105) promoting languages spoken by EC citizens; research institutions (n=123); research projects and initiatives (n=103); linguistic resources (n=71) available to the public or research community; newspapers and television companies (n=112); documentation organizations (n=16); conferences (n=105); and publications (n=207). Introductory sections provide substantial background information on data-gathering methods used, scope of the atlas, and languages included. (MSE)

**ED 381 013** FL 022 861

Tachoumy, Jacques-Andre

**Pluralisme et éducation (Pluralism and Education).**

Institut Romand de Recherches et de Documentation Pedagogiques, Neuchâtel (Switzerland).

Pub Date—Dec 94

Note—33p; Paper presented at a Kerczak Colloquium (4th, Sion, Switzerland, November 10, 1994).

Available from—Institut romand de recherches et de documentation pedagogiques (IRDp), Case postale 54, CH - 2007 Neuchâtel 7, Switzerland (Swiss Francs 5.-).

Language—French

Pub Type—Reports - Evaluative (142) — Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Cultural Pluralism, Demography, Foreign Countries, \*Language Role, \*Multicultural Education, \*Multilingualism, Second Languages, \*Social Values, Sociocultural Patterns, Trend Analysis

Identifiers—\*Europe, \*Switzerland

It is argued that because of rapid demographic change at the end of the current century, characterized by growing population diversity, closed systems that cannot accommodate these changes will be hurt. Europe in general, and Switzerland in particular, must adjust perspectives and integrate cultural diversity into the social system as a new value. This suggests that society must work to create a Europe of shared spaces, acknowledged minorities, multiple languages, affirmed identities, and pluralistic citizenry. It also suggests that education must continue in the direction of multilingualism and treat the issue of migration as a new, multicultural paradigm. So far, it is argued, the schools are virtually alone in this quest, but the need is societal as well as educational. Linkages are drawn between this trend and the growing acknowledgement of the rights of the child. Text is entirely in French. (MSE)

**ED 381 014** FL 022 862

Merk, Gerard

**Vivre Babel au quotidien (Living Babel Every Day).**

Institut Romand de Recherches et de Documentation Pedagogiques, Neuchâtel (Switzerland).

Pub Date—Feb 94

Note—19p.

Available from—Institut romand de recherches et de documentation pedagogiques (IRDp), Case postale 54, CH - 2007 Neuchâtel 7, Switzerland (Swiss Francs 4.-).

Language—French

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Policy, Educational Strategies, Elementary Secondary Education, Foreign Countries, French, German, Immersion Programs, Italian, Language Maintenance, \*Language Role, Models, \*Multilingualism, Official Languages, Public Policy, Second Language Instruction, \*Second Languages, Uncommonly Taught Languages

Identifiers—\*Romansh, \*Switzerland, Two Way Bilingual Education

A discussion of multilingualism in Switzerland be-

gins with a description of the country's linguistic characteristics. Historical Swiss policy recognizing four official languages, one of which (Romansh) is spoken by very few people, is compared with the current situation in which internal and external migration and multilingualism are common. The minimal role of the schools in helping manage this situation is criticized, but increased efforts to improve education's role are noted, particularly in the areas of bilingual education and language immersion. Three educational models are described briefly. The first allows students to repeat their last year of compulsory schooling in another area of the country. The second model focuses on maintenance of Romansh. The third is two-way bilingual education. Based on current conditions and predicted trends, some possible directions for Switzerland are explored. (MSE)

**ED 381 015** FL 022 864

Kuntz, Patricia S. Lessick-Xiao, Anne

**Peer Collaboration in the Less Commonly Taught Languages: A Swahili Example.**

Pub Date—95

Note—33p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Cooperation, Course Descriptions, Elementary Secondary Education, Graduate Students, Higher Education, Instructional Materials, \*Peer Relationship, \*Second Language Instruction, \*Swahili, Teacher Education, Teaching Assistants, Uncommonly Taught Languages

Identifiers—\*University of Wisconsin Madison

The importance of peer collaboration in the classroom while developing a reflective dialog outside of the classroom is explained. A peer is any person with expertise in the language or geographical area that is pertinent to class goals and activities. For example, instructors of French might consider people from France and other Francophone countries as resources. Instructors might involve people in business or non-language education who specialize in history, art, or sociology of a given French-speaking area. In the study described here, the definition of peer collaboration was applied to the instruction of Swahili. Seven graduate students of Swahili at the University of Wisconsin-Madison were recruited to participate in the study. In cooperation with the Wisconsin African studies outreach program, these students arranged classes from elementary to high school levels during 1989-1994. Because the Swahili department has only one teaching assistantship available each year, the students themselves created pre-collegiate programs to gain a teaching experience. After evaluating and pairing the teaching assistants according to teaching experience, TAs were trained to follow a five-step clinical supervision strategy and a reflective one, modeled after Symmes' research (1991). This model of peer collaboration placed the learning responsibility on the teachers and out of the domain of faculty and administrators. The paper describes the steps of the study. A proposed teacher certification in Swahili, data tables, and a middle school Swahili class syllabus are appended. Contains 27 references. (JL)

**ED 381 016** FL 022 865

Hinton, Leanne, Ed. And Others

**Sound Symbolism.**

Report No.—ISBN-0-521-45219-8

Pub Date—94

Note—383p.

Available from—Cambridge University Press, 40

West 20th Street, New York, NY 10011-4211.

Pub Type—Collected Works - General (020) —

Books (010)

**Document Not Available from EDRS.**

Descriptors—African Languages, Clinics, English, Finnish, Foreign Countries, Greek, Guarani, Intonation, Japanese, \*Linguistic Theory, Mandarin Chinese, \*Phonology, Poetry, Russian, \*Uncommonly Taught Languages

Identifiers—\*Sound Symbolism

Sound symbolism is the study of the relationship between the sound of an utterance and its meaning. In this interdisciplinary collection of new studies, 24 leading scholars discuss the role of sound symbolism in a theory of language. Contributions and authors include the following: "Sound-Symbolic Processes" (Leanne Hinton, Johanna Nichols, John Ohala); "Symbolism in Nez Perce" (Haruo Aoki); "Nootkan Votive Vocalism and Its Implications" (William H. Jacobsen, Jr.); "Relative Motivation in Denotational and Indexical Sound Symbolism of Wasco-Wishram Chinookan" (Michael Silverstein);

"Symbolism and Change in the Sound System of Huastec" (Terrence Kaufman); "Evidence for Persuasive Synesthetic Sound Symbolism in Ethnolinguistic Nomenclature" (Brent Berlin); "Noise Words in Guarani" (Margaret Langdon); "'T': Big, 'a': Small" (Gerard Diftloth); "Tone, Intonation, and Sound Symbolism in Lahu: Loading the Syllable Canon" (James A. Matsoff); "An Experimental Investigation Into Phonetic Symbolism as It Relates to Mandarin Chinese"; "Palatalization in Japanese Sound Symbolism" (Shoko Hamano); "Yir-Yiron Ideophones" (Barry Alpher); "African Ideophones" (G. Tucker Childs); "Regular Sound Development, Phonosymbolic Orchestration, Disambiguation of Homonyms" (Yakov Malkiel); "Modern Greek 'ts': Beyond Sound Symbolism" (Brian D. Joseph); "On Levels of Analysis of Sound Symbolism in Poetry, with an Application to Russian Poetry" (Tom M. S. Priestly); "Finnish and Gilyak Sound Symbolism—the Interplay between System and History" (Robert Austerlitz); "Onomatopoeia" (Joan A. Sereno); "Aural Images" (Richard Rhodes); "Inanimate Imitations in English" (Robert L. Oswald); "Some Observations on the Function of Sound in Clinical Work" (Peter F. Ostwald); "The Frequency Code Underlies the Sound-Symbolic Use of Voice Pitch" (John J. Ohala); and "Sound Symbolism and Its Role in Non-Human Vertebrate Communication" (Eugene S. Morton). (JL)

**ED 381 017** FL 022 866

Jamieson, Joan

**A History of Commitment in CALL.**

Pub Date—13 Jul 94

Note—11p; Paper presented at a conference on Computers in Applied Linguistics (Ames, IA, July 13, 1994).

Pub Type—Reports - Descriptive (141) —

Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Change Strategies, Classroom Techniques, \*Computer Assisted Instruction, \*Computer Software, Costs, \*Educational Change, Educational History, \*Information Technology, \*Instructional Design, Instructional Materials, Second Language Instruction, \*Second Languages, Teacher Attitudes, Teacher Role, Technological Advancement

The evolution of computer-assisted language learning (CALL) is examined, focusing on what has changed and what has not changed much during that time. A variety of changes are noted: the development of multimedia capabilities, color, animation, and technical improvement of audio and video quality; availability of databases, better fit between computer "tools" and instruction; emphasis on grammar, vocabulary, and reading to support and enable instruction rather than as the content of instruction; improved techniques for drills and tutorials; and packaging of instruction. Some elements of CALL that have either not changed much or have come full circle are the challenge of engaging teachers in the technology, costs of advancing technology, and resulting problems in access to the technology. (MSE)

**ED 381 018** FL 022 870

Curtain, Helena Haas, Mari

**Integrating Foreign Language and Content Instruction in Grades K-6. ERIC Digest.**

ERIC Clearinghouse on Languages and Linguistics,

Washington, D.C.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Report No.—EDO-FL-95-07

Pub Date—Apr 95

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street,

N.W., Washington, DC 20037.

Pub Type—Information Analyses - ERIC Informa-

tion Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Curriculum Design, Elementary Education, Instructional Innovation, \*Integrated Curriculum, \*Second Language Instruction, \*Teaching Methods, \*Thematic Approach

Identifiers—\*Content Area Teaching, ERIC Di-

gests This Digest focuses on the method of teaching foreign languages in Kindergarten through Grade 6 using content-based instruction. In this approach, the foreign language is used as the medium for teaching subject content, such as mathematics or social studies. In content-based instruction, students become proficient in the language because the

focus is on the exchange of important messages, and language use is purposeful. The Digest discusses ways of planning for content-based or thematic teaching, where the curriculum is organized around a thematic center. Activities that teach language concepts along with the content are interrelated and are planned to fit within the framework of a lesson or thematic unit. Three examples of planning for thematic or content-based teaching are provided, including a semantic map or web based on the solar system, a chart for planning a unit on Puerto Rico based on Gardner's Multiple Intelligences, and a chart for planning a content-based unit on architecture using the Unit Plan Inventory. Other helpful suggestions for planning lessons that integrate language and content instruction are provided. Contains five references. (JL)

**ED 381 019** FL 022 876  
Carstens, W. A. M.

**The State of the Art: Text/Discourse Studies in South Africa—Organization or Disorganization?**

Pub Date—Aug 94  
Note—24p; Paper presented at a Conference on Organization in Discourse (Turku, Finland, August 1994).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Afrikaans, \*Discourse Analysis, Foreign Countries, \*Language Research, \*Linguistic Theory, \*Research Needs, Trend Analysis, Uncommonly Taught Languages  
Identifiers—\*South Africa

The status of text/discourse research in South Africa is analyzed. The discussion begins with some background information on the nature of discourse research, and proceeds to an overview of the whole field of discourse research in that country and then a look at research on Afrikaans discourse. Both general trends and specific areas of research focus are examined. It is suggested that textual research has been somewhat hit-and-miss, but that a significant area of study has been the "standards of textuality": i.e., cohesion, coherence, intentionality/acceptability of text, the way in which sentence elements are used to carry communicative values, contextual qualities, and relationships between texts. It is further noted that some of that available research has not been intended to focus on discourse, but has done so in the course of studying a specific text. It is concluded that while some Afrikaans discourse research has been undertaken, much more is needed. Contains 191 references. (MSE)

**ED 381 020** FL 022 877  
Kilao, Kenji

**The History of Language Laboratories—Origin and Establishment.**

Pub Date—[95]

Note—22p.

Pub Type—Historical Materials (060)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational History, Educational Innovation, Foreign Countries, \*Language Laboratories, Second Language Instruction, \*Second Language Learning, Tape Recordings, Television

This paper discusses the history of language laboratories. It was Edison's invention of the tin foil phonograph in 1877 that made the first language laboratories possible. It was used for a foreign language class for the first time in 1891. At first, records were mainly used to preserve rare languages, but in the late 1800s and early 1900s, correspondence courses were developed using records. Students listened to records, recorded their own voices speaking the languages, and sent their recordings back to the company for evaluation. The procedures used by these early correspondence schools established methods that were later used in language laboratories. Between 1900 and 1950, equipment became more sophisticated, with the invention and development of tape recorders and television, and schools began establishing language laboratories. Language laboratories were given impetus by funds provided when the National Defense Education Act was passed in 1958. Various language laboratory programs and studies done on their effectiveness are described. Contains 23 references. (Author/JL)

**ED 381 021** FL 022 878  
Dorgeloh, Heidrun  
**Viewpoint and the Organisation of Informative Discourse: On the Discourse Function of Full**

**Inversion in English.**

Pub Date—94

Note—13p; Paper presented at a Conference on Organization in Discourse (Turku, Finland, August 1994).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Discourse Analysis, \*English, Foreign Countries, \*Language Patterns, Language Research, \*Sentence Structure, Structural Analysis (Linguistics), \*Syntax  
Identifiers—\*Word Order

Locative inversion, one aspect of word order in English discourse in which the positions of verb and noun phrase are inverted (e.g., "in front of the house is a tree"), is examined. It is argued that inversions after deictic adverbs and those after non-deictic, locative constituents are related, both representing devices: (1) expressing point of view in discourse and establishing a particular perspective of the speaker, and (2) serving to organize the discourse. On one hand, inversions can temporarily add a perspective of immediacy to the description of an actual scene or event, thereby setting apart the reproduction of this scene from another functional part of the event. Alternatively, when the immediacy produced is from within the author's own discourse organization, inversions help signal that the author provides topical orientation or an evaluation. Contains 17 references. (MSE)

**ED 381 022** FL 022 879  
Zehler, A. M.

**Working with English Language Learners: Strategies for Elementary and Middle School Teachers. Program Information Guide Series, No. 19.**

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—94

Contract—T292008001

Note—24p.

Available from—NCBE Orders, 1118 22nd Street, N.W., Washington, DC 20037 (\$3.50).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Active Learning, Class Activities, Classroom Environment, Classroom Techniques, Cultural Differences, Educational Cooperation, Elementary Education, \*Elementary School Teachers, \*English (Second Language), Junior High Schools, \*Limited English Speaking, Middle Schools, \*Secondary School Teachers, \*Second Language Instruction, Second Language Learning, Student Participation

Identifiers—\*Content Area Teaching

This report is based on the findings of a Special Issues Analysis Center (SIAC) focus group on active learning instructional models for limited English proficiency (LEP) students which convened in June 1993. The report is aimed at supplying answers for teachers uncertain about what to do when confronted with English language learners (ELL) in their classrooms. The guide offers perspectives, strategies, and suggestions to help teachers improve ELL students' English skills while at the same time including them in all the content area instruction contained in the school curriculum. In sequence, the guide: (1) discusses and defines ELL students; (2) offers insights on understanding cultural differences; and (3) gives advice on understanding second language learning. The guide also offers such ideas about instruction in the active learning classroom as how to: maximize opportunities for language use; secure participation in meaningful and challenging tasks; support students' own efforts at understanding; and utilize cultural diversity. (Contains 8 references.) (J.R.)

**ED 381 023** FL 022 880  
Boca, Leonard Valenzuela, J. S. de

**Reconstructing the Bilingual Special Education Interface. NCBE Program Information Guide Series No. 20.**

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—94

Contract—T292008001

Note—26p.

Available from—NCBE Orders, 1118 22nd St.,

N.W., Washington, DC 20037 (\$3.50).

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, \*Bilingual Education, Change Strategies, Cultural Influences, \*Educational Change, Elementary Secondary Education, \*English (Second Language), Evaluation Methods, \*Interdisciplinary Approach, \*Interprofessional Relationship, Limited English Speaking, \*Special Education, Staff Development, Student Evaluation

The need to restructure the relationship between bilingual education and special education is examined. Common criticisms of special education and changing assumptions underlying it are outlined. Models that have been proposed to explain minority failure in school as something other than inherent disability are analyzed; these models focus on social and cultural factors influencing education. Directions for changing the process of special education to meet the needs of culturally and linguistically diverse students are offered in the areas of assessment and intervention. Three primary goals for the restructuring of bilingual special education are identified: (1) inclusion (conforming the classroom to the needs of all students); (2) increased academic performance; and (3) a shift from the remedial approach to a diagnostic teaching paradigm, with teachers actively involved in assessment and curricular adaptation. Four successful program models are described briefly. It is argued that new assumptions about special education must be adopted for more useful and equitable bilingual education, and five new assumptions are presented. Recommendations are made for personnel preparation, curricular modification, and role changes for mainstream teachers, special educators, parents, and students. Contains a 38-item bibliography. (MSE)

**ED 381 024** FL 022 881  
Griffin, Gary A.

**Teachers, Students, and Language: Multiple Language Settings. Proceedings from a Seminar on Teacher Development and Linguistic Diversity. Occasional Paper Series.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Nov 94

Contract—91002006

Note—74p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Achievement, Change Strategies, \*Cultural Awareness, \*Educational Change, Educational Objectives, Elementary Secondary Education, \*English (Second Language), Family Environment, Language Skills, \*Minority Groups, \*Multilingualism, Research and Development, Teacher Education

This occasional paper gives attention to teaching and learning in schools where multiple languages are spoken by students. Recognition of the growing numbers of language minority English learners (LMELs) in schools where English is the sole language of instruction underscores the importance of gaining control over our understanding of how to recreate schooling in ways that will benefit these students intellectually, socially, and personally. The paper takes the position that professional educators must be mindful of students' home cultures as a prerequisite to making meaningful change in schools and classrooms. Building upon that knowledge, the paper urges a transformation of teaching toward the ends of English language competence as well as subject matter competence, linking the two through reconsideration of appropriate pedagogy when working with LMELs. The paper urges considerable reconceptualization of teacher education as an important foundation for altering teaching and schooling, and suggests a serious rethinking of the features of schooling as a vital component in increasing the influence of teaching upon LMEL learning. Arguing that our knowledge about LMELs in the nation's schools is fragment and fragile, the paper concludes with a comprehensive research and development agenda that needs attention as professional educators engage together to better understand and act positively on issues central to LMEL school participation. Contains 39 references. (Author)

## ED 381 025

FL 022 883

Kiao, Kenji  
Organizing a CAI Contest.  
Pub Date—[95]

Note—22p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Students, \*Computer Assisted Instruction, Foreign Countries, Higher Education, \*Second Language Instruction, Second Language Learning  
Identifiers—\*Contests, \*Doshisha University (Japan)

Since 1992, teachers of foreign language computer assisted instruction (CAI) at the Tanabe Campus of Doshisha University (Japan) have hosted a CAI contest for freshmen and sophomores. The purpose of the contest is to make all students aware of foreign language CAI classes, to encourage them to enroll in such classes, and to encourage students of foreign language CAI to study hard. The contest is not difficult to organize or to administer, and it is not expensive to carry out if there are computers and software available. This paper explains how the contest was organized, what was done and what the results were. It also includes some suggestions for teachers interested in hosting such a contest. (Author/JL)

## ED 381 026

FL 022 884

Policy for Heritage Language Instruction = Politique sur l'enseignement des langues ancestrales.  
Manitoba Dept. of Education and Training, Winnipeg.

Report No.—ISBN-0-7711-1121-5

Pub Date—93

Note—28p.

Language—English; French

Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Agency Role, Bilingual Education, Community Involvement, Credit Courses, Curriculum Design, Educational Objectives, \*Educational Policy, Elementary Secondary Education, Financial Support, Foreign Countries, \*Heritage Education, \*Language Maintenance, \*Language of Instruction, Minority Groups, Program Implementation, Public Agencies, \*Public Policy, School Districts, State Standards  
Identifiers—Canada, \*Heritage Language, \*Manitoba

Policy established by the Manitoba (Canada) provincial government to inform the development and implementation of heritage language programs is outlined. Introductory sections provide background on the history of heritage language instruction, foreign language instruction, and language of instruction in Manitoba public schools. A brief discussion of heritage languages outlines the goals of their instruction and describes three program design options: basic heritage language course; bilingual heritage language programs; and enhanced heritage language courses. Requirements for implementation of each program type are also enumerated, and the responsibilities of the provincial education department, school districts, and ethnocultural communities are specified. Funding is addressed briefly, and policy concerning student eligibility for special credits based on heritage language study is outlined. Text is presented in both English and French. (MSE)

## ED 381 027

FL 022 886

Wei, Jennifer M.  
Representing Chineseness in New York City's Chinatown.

Pub Date—Mar 94

Note—7p.; Paper presented at the Annual Meeting of the Sociolinguistics Symposium (10th, Lancaster, England, United Kingdom, March 23-25, 1994).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Cantonese, \*Chinese, Contrastive Linguistics, Cultural Context, Cultural Differences, Diachronic Linguistics, Ethnography, \*Ideography, Ideology, Immigrants, \*Mandarin Chinese, Political Attitudes, Resistance to Change, Romanization, Social Change, \*Sociocultural Patterns, Sociolinguistics, Standard Spoken Usage, \*Written Language  
Identifiers—National Identity, \*New York (New York Chinatown), Simplification (Language)

This paper explores the range of arguments and sentiments regarding the promotion and/or abolition of types of Chinese scripts. The written representations of Cantonese in Hong Kong, Mandarin in Taiwan as well as Mandarin in China are examined via issues of identity and of discourse both at national and international levels. Chinese scripts are socio-cultural artifacts whose coming into being historically represent a unique view to the understanding of Chinese modernity. Contested and contestable visions on how Chinese should be written or seen further attest to the politics of sentiments and ideologies lying behind the evolution of Chinese scripts. Writing Chinese is not just a linguistic act to translate the sound of Chinese to the graphic of Chinese. It is about how to represent Chineseness in a contested social context. The notion of homogeneity is challenged and it is argued that much of this kind of rationale from identifying the act of writing or seeing Chinese scripts or romanizations with an act of nationalism, traditionalism, or patriotism. Closer examination of how Cantonese is written vis-a-vis Mandarin and English further reveal much about the complex social and political tensions between "standard" Chinese and its linguistic others. (LR)

## ED 381 028

FL 022 887

Funding Policy for Language Programs = Politique de financement des programmes de langue.  
Manitoba Dept. of Education and Training, Winnipeg.

Report No.—ISBN-0-7711-1123-1

Pub Date—93

Note—21p.

Language—French; English

Pub Type—Multilingual/Bilingual Materials (171) — Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Cultural Maintenance, Educational Finance, \*Educational Policy, Elementary Secondary Education, Eligibility, \*English (Second Language), \*Financial Policy, \*Financial Support, Foreign Countries, French Canadians, \*Heritage Education, Intercultural Programs, Language of Instruction, Limited English Speaking, Program Development  
Identifiers—\*Manitoba

This policy statement, presented in both English and French, describes the funding support available for heritage language and English-as-a-Second-Language (ESL) programs for K-12 students in the province of Manitoba, Canada. The two parts of the statement, headed "Heritage Language Instruction" and "ESL for Students with Limited Proficiency in English," provide brief introductions followed by basic facts on student eligibility and basic facts on funding. The Heritage Language program consists of three courses: Heritage Language; Bilingual Heritage Language; and Enhanced Heritage Language. Funding provisions for each course are given. The purpose of support for this program is to enhance the English language development programs already in place in Manitoba schools. (LR)

## ED 381 029

FL 022 889

Evans, Carol A., Ed.  
Scholar with a Mission: The Career of Theodore Anderson and His Contributions to Language Education.

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Feb 93

Contract—T292008001

Note—89p.; Papers originally presented at the Annual Conference of the National Association of Bilingual Education (Los Angeles, CA, 1994).

Pub Type—Collected Works - General (020) — Historical Materials (060) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Bilingual Education, Bilingualism, \*Cultural Maintenance, Dialects, Early Childhood Education, Educational Innovation, Ethnic Bias, \*FLES, Higher Education, \*Intercultural Communication, Language Attitudes, \*Language Proficiency, Mexican Americans, Minority Groups, Multicultural Education, Preschool Children, \*Second Language Instruction, Second Language Learning, Spanish Speaking, Teacher Education, Teacher Qualifications, Teaching Methods, Young Children  
Identifiers—\*Anderson (Theodore), Modern Lan-

guage Association, Two Way Bilingual Education

The accomplishments of Theodore "Tug" Anderson (1903-1994) cover four major areas: (1) the teaching of modern languages in general; (2) the foreign languages in the elementary school (FLES) in particular; (3) bilingual education in the United States; and (4) preschool biliteracy. The 11 articles of Anderson's work are as follows: (1) "FLES after Fifty: The Bilingual Legacy of Theodore Anderson" (William F. Mackey); (2) "Some Early Encounters" (Joshua A. Fishman); (3) "Yet Another Tribute" (Wallace Lambert); (4) "A Very Sane Man of La Mancha" (Robert Lado); (5) "Pioneer, Visionary, Educator" (George M. Bianco); (6) "An Intellectual Foundation for Bilingual Education" (Eugene Garcia); (7) "Scholarship, Generality, and a Sense of Fun" (Muriel Saville-Troike and Rudy Troike); (8) "A Man with a Clear Vision of the Big Picture" (Chester C. Christian, Jr.); (9) "A Student's Perspective" (Carol A. Evans); (10) "Communication in Interaction: A Total Approach" (Ragnhild Soderbergh); and (11) "Challenging Language Prospects: A View of the Scholarly Work" (Carol A. Evans). A biographical sketch is included. (Contains 78 references.) (LR)

## ED 381 030

FL 022 890

Bibliographie Moderner Fremdsprachenunterricht 1994 (Bibliography of Modern Foreign Language Instruction 1994).

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).

Report No.—ISBN-3-86135-505-1; ISBN-3-86135-506-X; ISBN-3-86135-507-8; ISBN-3-86135-508-6; ISSN-0342-5576

Pub Date—94

Note—525p.

Journal Cit—Bibliographie Moderner Fremdsprachenunterricht; v25 n1-4 1994

Language—German

Pub Type—Reference Materials - Bibliographies

(131) — Collected Works - Serials (022)

EDRS Price—MF02/PC21 Plus Postage.

Descriptors—Annotated Bibliographies, Foreign Countries, \*Instructional Materials, \*Language Research, \*Modern Languages, \*Reference Materials, Scholarly Journals, Second Language Instruction, Second Languages

The four 1994 issues of this serialized bibliography on modern second language teaching are included. Each contains citations of recently-published literature on a variety of aspects of language teaching. An introductory section describes the contents and format and lists the periodicals, publishers, and organizations that are the citations' sources. The main sections of the bibliography include: an alphabetical listing of resource materials and instructional materials, listed separately; corresponding annotations; a subject index; an author index; and a title index. In number 1, annotated citations of research works are also included, with related subject and author indexes. (MSE)

## ED 381 031

FL 022 891

Kang, Hee-Won Pham, Kien T.  
From 1 to Z: Integrating Math and Language Learning.

Pub Date—31 Mar 95

Note—22p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 28-April 1, 1995).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Classroom Communication, Classroom Environment, Classroom Techniques, Concept Formation, Discourse Analysis, Elementary Secondary Education, \*English (Second Language), Information Sources, Integrated Curriculum, Interdisciplinary Approach, Language Patterns, Language Role, Language Teachers, Language Usage, \*Limited English Speaking, Literacy Education, \*Mathematical Concepts, \*Mathematics Instruction, Metacognition, Reading Skills, \*Second Language Instruction, Semantics, Skill Development, Student Evaluation, Syntax, Teacher Expectations of Students, Teacher Role, \*Vocabulary Development, Writing Skills

Identifiers—\*Content Area Teaching

Techniques for integrating English-as-a-Second-Language (ESL) instruction and mathematics instruction, particularly the language of mathematics, are discussed. Focus here is on mathematics instruction for limited-English-speaking students in

the mainstream classroom. First, examples of the academic language of mathematics that students must develop are outlined. Some instructional techniques that incorporate students' own language and background in the construction of mathematics concepts and formal mathematics register are then offered. These include: techniques to make mathematics lessons more comprehensible and ways to promote interaction and provide a classroom environment conducive to language and literacy acquisition; methods for maintaining high expectations for language minority students and helping them develop higher-order cognitive and metacognitive skills and strategies; and assessment of language development alongside conceptual knowledge. A concluding discussion looks at the roles of content-area and ESL teachers in the overall education of language minority students and the need for collaborative efforts to ensure effective language and knowledge development throughout the school day. Contains a 13-item list of sources of information and materials, and a 36-item bibliography. (MSE)

ED 381 032 FL 022 892

**Best Practice in Aboriginal and Torres Strait Islander Education.** Proceedings of the Conference (Canberra, Australian Capital Territory, Australia, November 17-18, 1993). Australian National Languages and Literacy Inst., Deakin.

Report No.—ISBN-1-875578-29-3

Pub Date—94

Note—80p.; Some pages may not reproduce well.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Basic Skills, Chemistry, Classroom Techniques, Course Evaluation, Cultural Pluralism, Early Childhood Education, Educational Strategies, Elementary Secondary Education, English (Second Language), Enrichment Activities, Ethnicity, Foreign Countries, \*Heritage Education, Higher Education, \*Indigenous Populations, \*Literacy Education, Mathematics Education, Numeracy, Nursing Education, Program Descriptions, Tutorial Programs

Identifiers—Aboriginal Schools (Australia), \*Australia, \*Australia (Torres Strait)

Papers from the conference on the education of Australian Aborigines and Torres Strait Islanders include: "English Language and Numeracy Program for Aboriginal Students" (Alison Jarred); "The Aboriginal Identity Course: A Midstream Evaluation" (Simon Vaughan); "Making the Curriculum Your Own: The Senior Girls at Lajamanu School Read Glenyse Ward's 'Wandering Girl'" (Christine Nicholls); "Urban Aboriginal Children Learning to Read" (Noreen Trow); "Recognising Ourselves and Our Heritage" (Sheryl Morgan); "Outline of English Language Acquisition (ELA) for Aboriginal Students" (Sally Slattery); "Ashmont English Enrichment Program" (Sandra Elliott); "Tutorials in Chemistry for Aboriginal Nursing Students" (K. Draisma, R. Gluck, J. Hancock, R. Kanitz, G. Knell, W. Price, G. Sharmar, J. Squires); "Inclusivity and Aboriginal Studies" (Stella Emberson); "Workshop: Tuition in Writing" (Stella Emberson); "Mathematics and Language: Teaching with an Aboriginal Perspective" (Mary Knight, Robyn Hurley, Steve Flavel); "English Language Arts Program for Aboriginal and Torres Strait Islander Students" (Rose Cunningham); "The Koorie English Literacy Project (KELP) in Shepparton District, Victoria" (Rosemary McKenry); "Two Sisters Teaching and Writing: A Model for Education" (Gail Dawson, Birritjalawuy Gondarra); and "Kuranda Early Childhood Personal Enrichment Program (KEEP)" (Jenni Buzacott). Some papers contain references. (MSE)

ED 381 033 FL 022 893

**Dame, Melvina Azar**  
**The Role of the School Library in Serving LEP-/ESL Students.**

Pub Date—94

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Advance Organizers, Cooperation, Cultural Awareness, Elementary Secondary Education, \*English (Second Language), Librarians, \*Library Role, \*Library Services, Limited English Speaking, Literacy, Resource Materials, \*School Libraries, Second Language Learning, Spanish, Spanish Speaking

This paper provides ideas implemented by one

school librarian to improve and encourage the use of the school library by Limited-English-Proficiency (LEP) and English-as-a-Second-Language (ESL) students at the school. First, a description is given of how the librarian fostered a positive and welcoming environment for introducing the students to the school library. Also discussed are the efforts made by the librarian to provide hands-on activities, explanations, demonstrations of the various areas of the library and their uses and reading materials in the students' first languages which introduce them to the library collection, what kind of resources can be provided to ESL as well as mainstream teachers by the librarian, how collaborating with other agencies outside of the school who serve ESL students can benefit the students, the coordination of multicultural activities, and activities for promoting literacy skills. It is suggested that through library services provided for ESL/LEP students, these students can become equal participants in society through access to information and knowledge and thus have the opportunity to engage in the whole range of literacy. (VWL)

ED 381 034 FL 022 894

**Dame, Melvina Azar**  
**Diverse Students and the School Library Media Specialist: Meeting the Challenge.**

Pub Date—94

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Advance Organizers, \*English (Second Language), \*Librarians, Library Collections, Limited English Speaking, Literacy, \*Picture Books, Resource Materials, \*School Libraries, Second Language Learning, \*Visual Aids

Identifiers—\*Photographic Collections

The school library media specialist holds a strategic position to collaborate with English-as-a-Second-Language (ESL) teachers in designing activities that not only promote multicultural understanding, but also engage linguistically and culturally diverse students in the whole range of language learning and literacy. The unlimited resources of the school library media center can be adapted to benefit both ESL teachers and their students by adapting already existing resources to practices of second language acquisition methodology. The strategies described in this paper include the use of advance organizers, picture files, visuals, and books without words. (VWL)

ED 381 035 FL 022 895

**Misami, Masahiko**  
**Japanese Preschool Children's Personal Narratives: A Sociolinguistic Study.**

Pub Date—27 Mar 95

Note—39p.; An earlier version of this paper was presented at the Annual Meeting of the American Association for Applied Linguistics (Long Beach, CA, March 27, 1995).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cultural Differences, \*Discourse Analysis, Foreign Countries, Interviews, Japanese, Language Research, Middle Class Parents, Middle Class Students, Mothers, Parent Child Relationship, \*Personal Narratives, \*Preschool Children, Preschool Education, Sociolinguistics, Statistical Analysis

Identifiers—Japan, \*Japanese People

Personal narratives of 20 middle-class Japanese preschoolers, half of them 4 years old and half 5 years old, and their mothers were analyzed using stanza analysis and high point analysis. The patterning in stanzas yielded the following: (1) with regard to the proportion of three-verse stanzas, there were no differences between the groups of 4-year-olds, 5-year-olds, and adults (i.e., mothers); that is, the proportion of three-verse stanzas remains unstable across the three groups. (2) However, a smaller proportion of two-verse stanzas and, in contrast, a larger proportion of four- or more verse stanzas produced by 5-year-olds, indicated that they produce slightly longer stanzas than do 4-year-olds. (3) Furthermore, no difference was observed between 5-year-olds and adults in any types of stanzas. It was concluded that compared to 4-year-olds, 5-year-olds have begun to use the form of adult-like narratives. High point analysis indicated the following: (1) compared to adults, young children emphasized a temporal sequence of action with less emphasis on nonsequential information, especially orientation. (2) Although 4-year-olds gave proportionately less

evaluation than adults, no differences were observed between 5-year-olds and adults. Therefore, compared to 4-year-olds, 5-year-olds have begun to evaluate in the form of adult-like narratives. The study illuminates the ages at which various narrative components develop and that from early childhood on, Japanese children learn the narrative mode of discourse valued by their mothers. (Author)

ED 381 036 FL 022 896

**Montone, Christopher L., Ed.**

**Teaching Linguistically and Culturally Diverse Learners: Effective Programs and Practices.** Proceedings of an Institute Hosted by the National Center for Research on Cultural Diversity and Second Language Learning (Santa Cruz, California, June 28-30, 1994).

National Center for Research on Cultural Diversity and Second Language Learning, Santa Cruz, CA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Contract—R117G10022

Note—59p.

Available from—Dissemination Coordinator, NCRCDLL, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Environment, \*Cultural Differences, Elementary Secondary Education, \*English (Second Language), Family Environment, Immersion Programs, Program Descriptions, Second Language Instruction, Second Language Learning, \*Teaching Methods

Identifiers—Goals 2000

The proceedings presented consist of summaries and reports of the presentations given during a summer institute on teaching linguistically and culturally diverse learners. Summaries of the following papers are provided: "Education 2000 and Beyond: The Challenge of Our Culturally Diverse Students" (Eugene Garcia); "Second Language Learning in School Settings: Lessons from Immersion" (Fred Genesee); "Elementary Teaching Strategies" (Ermininda Garcia, Pola Espinoza, Noni Mendoza Reis); "Effective Programs for Language Minority Students" (Donna Christian, Hugh Mehan, Roland Tharp); and "Learning from Households: Tapping into Funds of Knowledge" (Norma Gonzalez); "Interactive Reading Instruction: Instructional Conversations (Jane Echevarria); Teaching Academic Language in Content Areas (Nancy Rhodes and others); The Social Organization of Teaching and Learning (Roland Tharp); Organizing Classrooms for Diversity (Stephanie Dalton and Noni Mendoza Reis); and Language Assessment of Bilingual Children (Barry McLaughlin). (VWL)

## HE

ED 381 037 HE 028 157

**Commissioner's Roundtable for Women in Educational Leadership in Florida.** Proceedings (Tallahassee, Florida, November 20, 1991).

Florida State Dept. of Education, Tallahassee.

Pub Date—20 Nov 91

Note—134p.

Available from—Office of Postsecondary Education Coordination, 1101 Florida Education Center, Florida Department of Education, Tallahassee, FL 32399-0400.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Career Choice, \*Career Ladders, Employment Opportunities, Higher Education, Leaders, \*Leadership, \*Leadership Qualities, Leadership Responsibility, Leadership Styles, Presidents, Socialization, Trend Analysis, \*Women Administrators, Work Attitudes

Identifiers—\*Florida, Women College Presidents

The proceedings of this roundtable discuss the current status of Florida women in educational leadership and ways to expand their opportunities for advancement. The report begins with an introduction and opening remarks by Florida's Assistant Commissioner of Education, Laury T. Stryker and Florida Commissioner of Education, Betty Castor. A keynote address by Floretta Dukes McKenzie outlines characteristics that lead to success. A panel discussion on leadership opportunities in Florida includes remarks by Muriel Kay Heimer, William L. Shade, Joan P. Kowal, Edward T. Foote II, and

Jeanne Diesen. At a working lunch, participants gathered in groups to discuss the subject "Rhetoric & Reality: Personal Insights/Policy Implications." The discussion is summarized by group and also by topics: educational life choices, socialization for success, career paths, personal attitudes, and setting policy directives. A discussion of "Moving to the Top" includes remarks by Jeanne O'Laughlin, president of Barry University in Miami Shores, Florida, and Catherine Cornelius, president of South Florida Community College. Reports from small working groups are included, focusing on developing policy perspectives. Appendixes contain a program, information on the speakers, national and state statistical data on women in educational leadership, a list of participants, and conference handouts. (JB)

**ED 381 038** HE 028 158

**Florida Postsecondary Education Security Information Act. Annual Report of Campus Crime Statistics 1991-93 and Annual Assessment of Physical Plant Safety 1994.**

Florida State Dept. of Education, Tallahassee. Office of Postsecondary Education Coordination. Pub Date—Mar 95

Note—34p.

Available from—Office of Postsecondary Education Coordination, 1101 Florida Education Center, Florida Department of Education, Tallahassee, FL 32399.

Pub Type—Numerical/Quantitative Data (110) — Reports — Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Campuses, Community Colleges, \*Crime, \*Educational Facilities, \*Higher Education, Homicide, Private Colleges, Rape, \*School Security, State Universities, Stealing, Violence Identifiers—\*Florida

This state-mandated report presents crime statistics at higher education institutions in Florida and an assessment of physical plant security. The crime data list numbers of homicides, forcible sex offenses, robberies, aggravated assaults, burglaries/breaking and entering, larcenies and thefts, and motor vehicle thefts for each state university, community college, and independent college/university for 1991, 1992, and 1993. Totals for all crimes by type of institution are included. The assessment of plant safety lists each institution and notes whether safety reports had been received from each. The summary of findings notes the following: (1) for state universities, homicides, forcible sex offenses, aggravated assaults, and burglary all declined from 1992 to 1993 while robberies, larceny, and motor vehicle theft increased; (2) for community colleges, aggravated assault and burglary decreased while all other categories increased; (3) for independent colleges and universities, there were decreases in robberies and aggravated assaults though sex offenses, burglary, larceny, and motor vehicle theft increased. Appendixes detail the statutory reporting provisions, offer guidelines for completing reports, and define offenses. (JB)

**ED 381 039** HE 028 159

Onheimer, John

**Linking Evaluation and Reward Systems to Improvements in Teaching and Learning: A Case Study.**

Pub Date—Nov 94

Note—15p.; Paper presented at the Conference of the Center for Educational Development and Assessment on Current Collegiate Faculty Evaluation Practices and Procedures (San Juan, PR, November 8-10, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Case Studies, College Faculty, \*College Instruction, Educational Quality, \*Faculty Development, \*Faculty Evaluation, Higher Education, \*Instructional Improvement, Professional Recognition, Program Development, Program Implementation, \*Rewards, Teacher Improvement, Teacher Participation, Undergraduate Study

Identifiers—\*East Tennessee State University  
In response to re-accreditation recommendations, East Tennessee State University is devising and implementing a plan to use faculty evaluations for the improvement of faculty and the educational program. A task force developing the plan has outlined three major projects: (1) establish baseline data on current status of faculty development efforts and resources particularly as related to quality of teaching and learning, by finding measures of teaching

quality, finding measures of quality of learning, and assessing current evaluation of instruction; (2) make indirect improvements in teaching and learning by ensuring maximum faculty commitment and participation, by promoting collegial approaches to improving instruction, assessing current recognition programs, suggesting opportunities to recognize improvements in instructional quality, linking successful efforts to improve teaching to the structure of rewards in professional advancement, linking success in instruction to financial rewards through merit raises, and linking individual faculty plans and efforts to departmental plans; and (3) make direct improvements in teaching and learning through both short term steps and longer range plans. (JB)

**ED 381 040** HE 028 161

**Higher Education: The Lessons of Experience.**

Development in Practice Series.

World Bank, Washington, D.C.

Report No.—ISBN-0-8213-2745-3

Pub Date—May 94

Note—117p.

Available from—World Bank, 1818 H Street, N.W., Washington, DC 20433 (\$6.95).

Pub Type—Books (010) — Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Access to Education, \*Developing Nations, \*Educational Change, \*Educational Development, \*Educational Finance, \*Educational Quality, Efficiency, Equal Education, Finance Reform, Foreign Countries, Government Role, Government School Relationship, \*Higher Education, Institutional Autonomy, Labor Market, Labor Needs, Private Colleges, Public Colleges, Public Policy

Identifiers—Reform Efforts

This report documents the depth of the crisis affecting higher education systems throughout the developing world and shows how developing countries can achieve the goals of greater efficiency, quality, and equity in higher education. A review of country experiences suggests four key directions for reform. First, reform programs should encourage greater differentiation of institutions, including the development of private institutions. The traditional European research university has proven expensive and inappropriate in developing nations. The development of non-university institutions and the encouragement of private institutions can help meet the growing social demand for higher education and make systems more responsive to changing labor market needs. Second, incentives should be provided to encourage public institutions to diversify sources of funding, including cost-sharing with students and linking government funding closely to performance. Third, the role of government in higher education should be redefined to reduce direct control and instead provide an enabling policy environment for public and private institutions. Fourth, policies should give priority to increased quality of teaching and research, increased equity, and increased responsiveness to labor market needs. Implications for the World Bank are discussed. An appendix outlines findings of the World Bank's Operations Evaluation Department. (Contains 153 references.) (JB)

**ED 381 041** HE 028 162

**Student Financial Aid. High-Risk Series.**

Comptroller General of the U.S., Washington, D.C.

Report No.—GAO/HR-95-10

Pub Date—Feb 95

Note—48p.; For a related document, see HE 028 163.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy is free, additional copies \$2; 100 or more copies to be mailed to a single address discounted 25%; orders should be accompanied by check or money order made out to the Superintendent of Documents).

Pub Type—Reports — Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Federal Legislation, Federal Programs, Finance Reform, Higher Education, \*Loan Default, \*Program Administration, Program Effectiveness, Program Implementation, Public Policy, \*Student Financial Aid, \*Student Loan Programs

Identifiers—Department of Education, \*Direct Lending, \*Family Education Loan Program

This publication discusses areas of concern in the Department of Education's management and oversight of postsecondary student financial aid pro-

grams, especially the Federal Family Education Loan Program (FFELP), the Federal Direct Student Loan Program (FDSLSP), and the Federal Pell Grant Programs. The General Accounting Office determined that, in 1992, the federal government paid out over \$2.6 billion on defaulted student loans. To address underlying problems with federally guaranteed student loans, the Congress and the Department of Education required schools to develop plans to reduce defaults, implemented stronger enforcement tools, simplified borrower deferments, added repayment options, required lenders and guaranty agencies to share more of the risks and financial costs, provided for the 5-year phase-in of the FDSLSP, reorganized the Office of Postsecondary Education, and began development of the National Student Loan Data System. However, assessment of the current situation suggests that these measures may not be adequate. Many of the Department's weak management practices caused by a complicated process, flawed structure, and mismanagement continue. The Department has not developed a strategic business or transition plan for phase-in of FDSLSP, although implementation has begun. In addition, a significant growth in student loan demand from 1993 to 1994 may hamper implementation of the FDSLSP. (Contains 12 references.) (JB)

**ED 381 042** HE 028 163

**[High Risk Federal Program Areas]: An Overview.**

High-Risk Series.

Comptroller General of the U.S., Washington, D.C.

Report No.—GAO/HR-95-1

Pub Date—Feb 95

Note—92p.; For a related document, see HE 028 162.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy is free, additional copies \$2; 100 or more copies to be mailed to a single address discounted 25%; orders should be accompanied by check or money order made out to the Superintendent of Documents).

Pub Type—Reports — Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Federal Legislation, Federal Regulation, \*Finance Reform, Higher Education, \*Loan Default, \*Program Administration, Program Effectiveness, Public Agencies, Public Policy, Student Financial Aid, \*Student Loan Programs

Identifiers—Department of Education, General Accounting Office, Government Spending, \*Reform Efforts, \*Waste in Government Spending

This report reviews the status of government agencies and operations that have been identified as at "high risk" for waste, fraud, abuse, and mismanagement; describes successful progress in some agencies; and looks at recent reform legislation. Six categories being targeted include accountability of defense programs, ensuring that all revenues are collected and accounted for, obtaining an adequate return on investments in information technology, controlling Medicare claims fraud and abuse, minimizing loan program losses, and improving management of federal contracts. In the area of loan program losses, the guaranteed student loan program cost \$2.4 billion in losses in fiscal year 1994. The Department of Education is addressing some of the program's weaknesses by transferring some risks and financial costs to lenders and guaranty agencies, and is phasing out the guaranteed loan program and replacing it with a direct loan program. However, loan data continue to be unreliable, and a viable strategy is needed to prevent unscrupulous schools from participating in the new direct loan program. Five programs have made enough progress to have their high-risk designation removed. Legislative changes are moving toward a smaller, more efficient government that focuses on accountability and managing for results, such as the Government Performance and Results Act and the Chief Financial Officers Act. (JB)

**ED 381 043** HE 028 164

Benson, Martin T., Ed.

**A Comparison of College Graduation Rates of Freshman Student-Athletes before and after Proposition 48. NCAA Research Report 92-01.** National Collegiate Athletic Association, Overland Park, KS.

Pub Date—Aug 93

Note—23p.; For related documents, see HE 028 165-166.

Pub Type—Reports — Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Athletes, Black Students, College Freshmen, \*College Graduates, Comparative Analysis, \*Graduation, Higher Education, Intercollegiate Cooperation, Scholarships, \*Student Financial Aid, Tables (Data), White Students  
Identifiers—Athletic Abuses, Athletic Scholarships, \*National Collegiate Athletic Association Rule 48, Reform Efforts

This study uses preliminary data to compare college student-athlete graduation rates before and after the passage of National Collegiate Athletic Association Proposition 48, which took effect in 1986 to reform perceived abuses in college revenue sports. The data came from entering freshmen in 1984, 1985, and 1986. The population centered only on student-athletes for whom data have been reported for their entire career at an institution, who received athletically related aid in their first year, who were reported as being either black or white, and who were reported to be U.S. citizens. The total number in the 1984-85 combined sample was 3,383 and the total in the 1986 sample was 2,435. The results show that graduation rates increased from the 1984-85 cohort to the 1986 cohort. However, those increases were not uniform across all groups. Though the reform effort was designed to prevent abuses against students in revenue sports, the students most positively affected in terms of graduation rates were female student-athletes and male student athletes in nonrevenue sports. Revenue-sport athletes stayed the same or dropped slightly in graduation rates. Students in groups identified as partial qualifiers (less academically qualified for college) showed graduation rate increases in the current system. The data are presented in six tables and seven figures. (JB)

ED 381 044

HE 028 165

Benson, Martin T., Ed.

**A Statistical Comparison of College Graduation of Freshman Student-Athletes before and after Proposition 48. NCAA Research Report 92-02.**

National Collegiate Athletic Association, Overland Park, KS.

Pub Date—Jul 93

Note—48p.; For related documents, see HE 028 164 and 166.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Admission Criteria, \*Athletes, Black Students, \*College Athletics, College Entrance Examinations, \*College Graduates, College Students, Comparative Analysis, \*Eligibility, Grade Point Average, \*Graduation, Higher Education, Intercollegiate Cooperation, Tables (Data), White Students

Identifiers—\*National Collegiate Athletic Association Rule 48, Reform Efforts

This study compares college student-athlete graduation rates before and after implementation of National Collegiate Athletic Association Proposition 48, which reformed initial-eligibility rules for college athletes, requiring that they have achieved minimum high school grade point averages (at least 2.0 on a 4.0 scale) in core courses and minimum college entrance examination test scores (700 on the SAT or 15 on the ACT) to be eligible for college athletics during their first year. The study analyzed data covering the college careers of 3,380 student-athletes admitted to Division I schools in 1984-85 (before the reforms were implemented) and 2,435 student-athletes in a 1986 cohort. Comparison of the two cohorts found that overall graduation rates for student-athletes significantly increased between the 1984-85 and 1986 cohorts. Test scores, core-course grade point averages, and other indicators of high school academic performance also showed significant increases between 1984-85 and 1986. When high school academic performance variables were included as covariates, there remained no direct effect of cohort groups. Results are also analyzed in terms of gender and race. Overall the significant graduation-rate differences between cohorts can be considered a direct function of higher initial test scores and grade point averages. Several tables and figures displaying study data are appended. (Contains 23 references.) (JB)

ED 381 045

HE 028 166

Benson, Martin T., Ed.

**Cohort Trends in College Academic Performances of 1984-88 Freshman Student-Athletes. NCAA Research Report 93-01.**

National Collegiate Athletic Association, Overland

Park, KS.

Pub Date—Jun 94

Note—25p.; For related documents, see HE 028 164-165.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Academic Persistence, Admission Criteria, \*Athletes, Black Students, \*College Athletics, College Entrance Examinations, College Freshmen, College Graduates, Comparative Analysis, Educational Trends, Eligibility, \*Grade Point Average, \*Graduation, Higher Education, Intercollegiate Cooperation, Tables (Data), Trend Analysis, White Students

Identifiers—\*National Collegiate Athletic Association Rule 48, Reform Efforts

This study describes trends in student-athletes' academic performance before and after the passage of National Collegiate Athletic Association Proposition 48 which reformed initial-eligibility rules for student athletes, requiring that they have achieved minimum high school grade point averages (at least a 2.0 on a 4.0 system) in core courses and minimum college entrance examination test scores (700 on the SAT or 15 on the ACT) to be eligible for college athletics during their first year. The data for the study cover the college careers of five cohorts who entered college as freshmen from 1984 to 1988 in Division I schools. Cohort trends in student groups show that white student-athletes accounted for 75 percent of the sample. There was a noticeable drop in the percentage of black student-athletes between the initial 1984 level (25.7 percent) and the 1986 cohort (17.9 percent), with subsequent increases in 1987 (20.6 percent) and 1988 (21.8 percent), and these declines were most noticeable for black males in revenue sports. Only minor cohort differences were seen in academic persistence. A look at trends in graduation rates found that the overall graduation rate for student-athletes generally increased. Examination of trends in college grade point averages (GPA) revealed a slightly higher college GPA for the most recent cohorts and noticeable differences among subgroups, with the female student-athletes doing the best and the black student-athletes performing worst. Data are presented in extensive tables and figures. (JB)

ED 381 046

HE 028 167

Groff, Warren H.

**New Habits of Mind and Heart: University, Community, & Globalization.**

Pub Date—94

Note—83p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Access to Education, Economic Factors, Educational Quality, Educational Technology, \*Educational Trends, Elementary Secondary Education, Foreign Countries, \*Futures (of Society), \*Higher Education, Information Networks, Information Technology, Labor Force Development, Land Grant Universities, Long Range Planning, Prediction, Relevance (Education), Science and Society, Social Change, Strategic Planning, \*Technological Advancement, Telecommunications, Trend Analysis, \*Universities, World Affairs

Identifiers—Pacific Rim, Pennsylvania State University

This paper examines at how the rapid advance of technology is transforming education and educational institutions, particularly universities and higher education. The paper contends that the ultimate purpose of education is human resources development and that contemporary communication and information technologies hold the potential for re-engineering traditional education and for creating new information-era learning communities. The paper discusses: (1) the development of Pennsylvania State University as a land grant university and its recent work in futures planning for institutional change in response to new technological and global developments; (2) the global context of technological development and the world economy; (3) human resources development and strategic planning for human resources development, focusing on economic and technological variables and on analysis of organizational change; (4) American education and its need for equity and quality, particularly in the elementary and secondary school levels; (5) a proposed role for land grant "communities" as a means to meet society's educational needs; and (6) collaborative educational developments in various

parts of the Pacific Rim as an example of an emerging "globaliversity." The paper concludes with a call for restructuring systems and human resources development infrastructure to produce knowledge workers for the new information era. (Contains 121 references.) (JB)

ED 381 047

HE 028 169

**Questions and Answers on Gift Substantiation and Quid Pro Quo Disclosure Statement Requirements for Private Schools.**

Council for Advancement and Support of Education, Washington, D.C.; National Association of Independent Schools, Washington, DC; United States Catholic Conference, Washington, D.C.

Report No.—ISBN-0-89964-308-6

Pub Date—94

Note—43p.

Available from—CASE Publications Order Department, P.O. Box 90386, Washington, DC 20090-0386 (\$15 CASE and NAIS members, \$29.95 nonmembers).

Pub Type—Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Compliance (Legal), \*Disclosure, Donors, Elementary Secondary Education, Federal Legislation, \*Federal Regulation, \*Fund Raising, Higher Education, Private Colleges, \*Private Financial Support, Records (Forms), \*Taxes  
Identifiers—Gifts, Omnibus Budget Reconciliation Act 1993, \*Quid Pro Quo Disclosure Requirements

This publication is a guide to recent tax law changes affecting requirements about acknowledging gifts to education institutions and about quid pro quo disclosure. The Omnibus Budget Reconciliation Act of 1993 states that donors may not deduct cash or noncash contributions of \$250 or more to a private school or other charitable organization unless they obtain written acknowledgement from the donee organization. In addition, with any quid pro quo contribution of more than \$75, the school must provide specific information to the donor whether or not the donor requests it. These changes affect private schools and colleges and their annual funds, capital campaigns, auctions, special events, and donor recognition programs. The guide answers questions concerning annual giving/capital campaigns, special events, and auctions. Specific topics covered include: under what circumstances to acknowledge a gift, how to acknowledge a gift, when to acknowledge a gift, quid pro quo disclosure requirements, and valuing auction gifts and purchases. The appendixes contain relevant sections from the tax statute, Internal Revenue Service publication 1771 concerning charitable contributions, regulations concerning substantiation requirements, and sample formats for gift acknowledgement. (JB)

ED 381 048

HE 028 170

Johnson, Daniel M., Ed. Bell, David A., Ed.

**Metropolitan Universities: An Emerging Model in American Higher Education.**

Report No.—ISBN-0-929398-93-9

Pub Date—95

Note—382p.; Foreword by Ernest A. Lynton.

Available from—University of North Texas Press, University Consortium, P.O. Box 13856, Denton, TX 77843 (\$18.95).

Pub Type—Books (010) - Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—College Faculty, \*College Role, College School Cooperation, College Students, Continuing Education, Distance Education, Educational History, Fine Arts, Futures (of Society), Higher Education, \*Institutional Mission, Leadership, Models, \*Partnerships in Education, Professional Education, \*Scholarship, School Community Relationship, Student Needs, \*Student Personnel Services, Teacher Responsibility, Teacher Role, Theater Arts, Urban Areas, Urban Culture, Urban Education, \*Urban Universities

This volume contains 29 readings reprinted from the journal "Metropolitan Universities: An International Forum," selected to demonstrate the unique mission and characteristics of metropolitan universities and to recognize the special challenges they face in addressing the nation's major urban issues. The papers include: "What Is a Metropolitan University?" (Ernest A. Lynton); "Metropolitan Universities: Models for the Twenty-First Century" (Charles E. Hathaway and others); "Metropolitan Universities: Past, Present, and Future" (Blaine A.

Brownell; "Aligning Missions with Public Expectations: The Case of Metropolitan Universities" (Paige E. Mulholland); "The Metropolitan Students" (Marguerite Ross Barnett and Donald Phares); "Adapting the Institution to Meet the Needs of Commuter Students" (Barbara Jacoby); "Places of Community for Adults" (Patricia H. Murrell and Todd M. Davis); "Student Services at Metropolitan Universities" (Ann S. Coles); "Knowledge and Scholarship" (Ernest A. Lynton); "Faculty and Scholarship: The Need for Change" (Gordon A. Haaland and others); "Form and Texture of a Professional Life" (Patricia R. Plante); "The Preparation of Future Faculty for Metropolitan Universities" (G. Edward Schuh); "The New American Scholar: Scholarship and the Purposes of the University" (R. Eugene Rice); "Making School-University Partnerships Work" (Kenneth A. Sirotnik); "The Metropolitan University and the Community College: A New Symbiosis" (Freeman A. Hrabowski and James J. Links); "Ohio's Urban University Program: Past, Present, and Future" (David C. Sweet); "How Do We Talk about Higher Education's Relationship to the Schools?" (Ernest L. Boyer); "The Role of a Metropolitan University in Facilitating Regional Cooperation" (Mary Ellen Mazey); "Diverse Communities: Diverse Involvements" (Daniel H. Perlman); "Winds of Change: The University in Search of Itself" (Jerome M. Ziegler); "Scope and Limitations of Community Interactions" (Charles P. Ruch and Eugene P. Trani); "Revisiting Continuing Education at the Metropolitan University" (Daniel W. Shannon); "A View from the Center: The Future of Continuing Education in Metropolitan Universities" (Paul A. Miller); "Management Education Reform: Opportunities for Metropolitan Business Schools" (Ronald R. Slone and Richard T. Wines); "The Outreach Role of the Fine and Performing Arts" (Alexander E. Sidorowicz); "Converting the Barbarian: The Role of a Metropolitan University" (Jan P. Muczyk); "Navigating the Academic Department into the Twenty-First Century" (Thomas V. McGovern); "Leadership Challenges for Metropolitan Universities: Issues and Approaches" (Daniel M. Johnson); and "The Future of Metropolitan Universities: A Call for Research" (Alfred F. Hurley). Most papers contain extensive references. (JB)

ED 381 049 HE 028 172

Yee, Albert H., Ed.  
East Asian Higher Education: Traditions and Transformations. Issues in Higher Education Series, First Edition.

International Association of Universities, Paris (France).

Report No.—ISBN 0-08-042385-X

Pub Date—95

Note—211p.

Available from—Elsevier Science Inc., 660 White Plains Rd., Tarrytown, NY 10591-5153 (\$80).

Pub Type—Books (010)—Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Community Colleges, Comparative Education, Developing Nations, Educational Change, \*Educational Development, Educational Needs, \*Educational Policy, \*Educational Practices, Foreign Countries, Graduate Study, \*Higher Education, Private Colleges, Research and Development, Universities

Identifiers—\*Asia (East)

This volume contains 15 papers on higher education in 13 East Asian societies as well as the region as a whole, including analysis of leading issues such as tyranny versus democracy and state-funded versus proprietary higher education. Following an editorial by A. H. Yee, the papers include: "The University of Tokyo: The Graduate School Reformation Project" (W. Mori); "Traditionalism versus Research and Development at Japanese Universities" (S. Yamamoto); "Higher Education in Hong Kong" (A. H. Yee); "Comparative Higher Education: Burma and Thailand" (Sunait Chutintaranond and Praboc Cooperat); "Malaysian and Singaporean Higher Education: Common Roots but Differing Directions" (T. G. Lim); "Higher Education in Indonesia: Its Development, Problems and Prospects" (S. Ranuwihardjo); "Development of Islamic Higher Education in Indonesia" (M. Nakamura and S. Nishino); "Higher Education in South and North Korea" (R. Kim and Y. S. Ahn); "Universities and Science in China: New Visibility in the World Community" (R. Hayhoe and W. Zhong); "The Difficult Path Toward an Integrated University and Community College System in Vietnam" (K. B. Do);

"Higher Education in Vietnam: Historical Background, Policy, and Prospect" (J. Bertie); "Higher Education Regulation in the Philippines: Issues of Control, Quality Assurance, and Accreditation" (R. P. Cooney and E. Paqueo-Arreza); "Educational Supply and Demand in East Asia: Private Higher Education" (A. H. Yee and T. G. Lim); and "Educational Need and Economic Advancement: The Role of Vocational Education in the Republic of China" (T. F. Boyd and C. Lee). Most papers contain references. (JB)

ED 381 050 HE 028 173

Salini, Jamil, Ed. Verspoor, Adriaan M., Ed.  
Revitalizing Higher Education. Issues in Higher Education, Volume 3, First Edition.

International Association of Universities, Paris (France).

Report No.—ISBN 0-08-041948-8

Pub Date—94

Note—422p.

Available from—Elsevier Science Inc., 660 White Plains Rd., Tarrytown, NY 10591-5153 (\$88).

Pub Type—Books (010)—Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Accountability, College Administration, \*College Outcomes Assessment, \*Developing Nations, \*Economic Development, Educational Assessment, \*Educational Development, \*Educational Finance, Foreign Countries, Governance, Government School Relationship, \*Higher Education, Information Technology, Private Colleges, Proprietary Schools, School Effectiveness

Identifiers—Africa (Sub Sahara), Asia, Chile, Foreign Aid, \*Reform Efforts

This volume contains 13 papers on experiences with reform and innovation in higher education and their implications for developing countries. Four themes are highlighted: higher education and development, performance assessment, sustainable financing, and effectiveness in governance and management. The papers include: "Introduction: Improvement and Innovation in Higher Education" (Adriaan M. Verspoor); "The University System: Engine of Development in the New World Economy" (Manuel Castells); "Universities, Technological Change, and Training in the Information Age" (Martin Carnoy); "Economic Returns from Investments in Research and Training" (Edwin Mansfield); "Performance of Higher Education: Measures for Improvement. Evaluation of Outcomes" (Ulrich Teichler and others); "Performance Indicators for Higher Education: A Critical Review with Policy Recommendations" (Herbert R. Kells); "Enhancing the Financial Sustainability of Higher Education Institutions" (Adrian Zidman); "Mechanisms of Allocating Public Funds to Universities, Their Implications on Efficiency and Equity" (Edith A. Tan); "Foreign Assistance for University Development in Sub-Saharan Africa and Asia" (Thomas Owen Eiseimon and Moussa Kourouma); "Problems of Privatization" (Daniel C. Levy); "Autonomy and Accountability in Government/University Relationships" (Frans A. van Vught); "Higher Education in Chile: Effects of the 1980 Reform" (Jose Joaquin Brunner and Guillermo Briones); and "Conclusion: Higher Education Reform in Perspective" (Jamil Salini). Most papers contain references. (JB)

ED 381 051 HE 028 174

Rendon, Laura I. Jalomo, Romero, Jr.  
Validating Student Experience and Promoting Progress, Performance, and Persistence through Assessment.

National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—3 Feb 95

Contract—R117G10037

Note—29p.; Paper prepared for the NCTLA Assessment Institute (Los Angeles, CA, 1995).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Academic Persistence, \*Asian Americans, Black Students, College Freshmen, Community Colleges, Educational Attitudes, Hispanic Americans, Prior Learning, \*School Involvement, Self Esteem, Socioeconomic Influences, \*Student Adjustment, \*Student Attitudes, \*Student Evaluation, Student Experience, Two Year Colleges, \*Two Year Col-

lege Students

Identifiers—African Americans, Asian American Students, Hispanic American Students

This study assessed how in- and out-of-class experiences influenced the transition to college, student involvement with institutional life, and student perceptions about learning among 72 first-year community college students from three institutions with large numbers of either Hispanic or African American students. The students were interviewed in groups of 4 to 6 and were asked 13 open-ended questions about their backgrounds, transition to college, institutional attitudes, and perceptions of their learning ability. Data were analyzed using an inductive approach to identify patterns and themes. The study found that student characteristics associated with difficulty in getting involved either socially or academically on campus included the following: being a full-time mother, having been out of school for a long time, being afraid of failure, and having done poorly in high school. Validation by faculty, staff, friends, and relatives was characteristic of students who successfully made the transition to college. The paper also discusses student assessment methods that can promote student achievement and persistence in postsecondary education, such as surveys, interviews, and focus groups conducted of students upon entry, enrollment, and exit from the institution. (MDM)

ED 381 052 HE 028 175

Rendon, Laura I. Jalomo, Romero, Jr.  
Using Assessment To Identify Effective Teaching Practices.

National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—4 Feb 95

Contract—R117G10037

Note—15p.; Paper prepared for the NCTLA Assessment Institute (Los Angeles, CA, 1995).

Pub Type—Guides - Non-Classroom (055)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Environment, \*Classroom Techniques, \*College Instruction, \*Educational Assessment, Educational Attitudes, Evaluation Methods, Higher Education, Prior Learning, Self Esteem, \*Teacher Effectiveness, Teacher Student Relationship, Therapeutic Environment

This paper outlines the characteristics of validating and invalidating models of classroom instruction, the characteristics of good teachers, and assessment methods that support validating, therapeutic learning. The academically validating model suggests that: (1) students bring a rich reservoir of experience to the classroom; (2) the past is a source of strength and knowledge; (3) faculty should see themselves as partners in learning with students and employ student-centered, active learning techniques; and (4) learning allows for reflection, multiperspectives, and imperfection. Faculty can help foster a therapeutic learning community by reaching out to students to help them get involved in college. Good teachers need to be accepting, creative, interesting, motivating, open-minded, patient, and thought-provoking. The paper also lists assessment methods that can promote validation and achievement, such as surveys, interviews, and focus groups. (MDM)

ED 381 053 HE 028 176

Pascarella, Ernest And Others  
Cognitive Effects of Greek Affiliation during the First Year of College.

National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[94]

Contract—R117G10037

Note—45p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Cognitive Ability, \*College Freshmen, Critical Thinking, \*Fraternities, Higher Education, Longitudinal Studies, Mathematical Aptitude, Racial Differences, Reading Comprehension, Sex Differences, \*Social Influences, \*Sororities, Student Development

Identifiers—National Study of Student Learning

This study examined the cognitive effects of fraternity/sorority affiliation on 2,293 first-year col-

lege students at 18 four-year institutions in 15 states. It assessed the net affects of Greek affiliation on standardized measures of reading comprehension, mathematics, and critical thinking, and sought to determine if the cognitive impacts of Greek affiliation differed for students in different institutional contexts or for students with different characteristics. The study found that Greek-affiliated men had significantly lower end-of-first-year scores on standardized measures of reading comprehension, mathematics, critical thinking, and composite achievement than their non-Greek counterparts. The impact of Greek affiliation on non-white males, however, was slightly positive. Women who joined sororities had lower end-of-first-year scores on all four cognitive measures than non-Greek women, but only the differences in reading comprehension and composite achievement were statistically significant. The findings suggest that the normative peer culture and socially-orientated time commitments of Greek life often are inconsistent with the educational and intellectual mission of colleges and universities. (Contains 50 references.) (MDM)

**ED 381 054** HE 028 177

*Pascarella, Ernest T. And Others*

**What Have We Learned from the First Year of the National Study of Student Learning?**  
National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Contract—R117G10037

Note—28p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Academic Achievement, Black Colleges, Classroom Environment, \*Cognitive Development, College Athletics, College Environment, Colleges, \*College Students, \*Critical Thinking, Fraternities, Higher Education, Longitudinal Studies, \*Mathematical Aptitude, Racial Differences, \*Reading Comprehension, Sex Differences, Sororities, \*Student Development, Teacher Behavior, Two Year Colleges, Universities

**Identifiers**—First Generation Students, \*National Study of Student Learning

This paper presents the results of eight analyses based upon data from the National Study of Student Learning (NSSL), a 3-year longitudinal research project begun in 1992 to examine the influence of academic and nonacademic experiences on student learning, student attitudes about learning, student cognitive development, and student persistence. Eighteen four-year and five two-year postsecondary institutions participated in the study, with data collected from a total of 3,840 students. The eight analyses focused on the effects of: (1) two- and four-year colleges on cognitive development; (2) historically black and predominantly white colleges on cognitive development; (3) teacher behavior on cognitive development; (4) first-generation college attendance on cognitive development and attitudes; (5) intercollegiate athletic participation on cognitive development; (6) institutional environment and students' academic and nonacademic experiences on students' development of openness to cultural and racial diversity; (7) Greek affiliation on cognitive development during the first year of college; and (8) in-class and out-of-class experiences on first-year students' critical thinking ability. These analyses found little difference in the cognitive gains made by students attending two-year versus four-year institutions, or historically black versus predominantly white institutions. Other results are presented and discussed. (Contains 40 references.) (MDM)

**ED 381 055** HE 028 178

*Rhoads, Robert And Others*

**Multicultural Institutional Assessment Instrument.**

National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[94]

Contract—R117G10037

Note—8p.

Pub Type—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—College Administration, \*Colleges, \*Cultural Pluralism, Educational Attitudes, Educational Practices, \*Employee Attitudes, Higher

Education, \*Institutional Evaluation, \*School Policy, \*Universities

**Identifiers**—\*Faculty Attitudes

This survey instrument was designed to generate dialogue about multicultural issues among college and university faculty and staff. It consists of 37 statements for which respondents rate the priority (high, average, low, not at all) the statement has for the institution's multicultural efforts. The statements cover institutional structures, policies, and practices. Institutional structures relate to administrative or academic units or formalized operational roles performed by individuals, committees, or task forces. Institutional policies direct organizational members' actions through formalized statements or guidelines. Institutional practices concern how organizational members actually go about their work on a daily basis. At the end of each of the three categories of items there is an opportunity to add additional statements that may have relevance to a particular institution. The instrument is not intended as a way of "measuring" an organization's commitment to multiculturalism. (MDM)

**ED 381 056** HE 028 179

*Seymour, Daniel*

**Once upon A Campus: Lessons for Improving Quality and Productivity in Higher Education.**  
American Council on Education/Oryx Press Series on Higher Education.

Report No.—ISBN-0-89774-965-0

Pub Date—95

Note—184p.

Available from—Oryx Press, 4041 North Central at Indian School Rd., Phoenix, AZ 85012-3397 (\$24.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

**Descriptors**—College Administration, College Instruction, Educational Attitudes, \*Educational Improvement, Educational Objectives, Educational Practices, \*Educational Quality, Feedback, \*Higher Education, Institutional Characteristics, Institutional Role, Models, \*Productivity

**Identifiers**—Process Improvement

This book addresses the issue of improving performance in higher education, not only from the perspectives of professors and administrators, but also from the perspectives of a wide array of stakeholders, including students, industry, parents, and political leaders. It proposes a performance improvement framework that is designed to help an institution and its members think more clearly and uniformly about improving quality and productivity. This framework includes five components: (1) direction setting, whereby institutions and their members set specific educational goals; (2) process design and management, which ensures that the processes of institutions are purposefully designed and willfully managed; (3) feedback, which measures the gap between goals and results and allows for the alteration of processes; (4) enablers, which function as a catalyst to help institutions develop, implement, and improve the learning cycle; and (5) personal involvement, the degree to which individuals exercise control over their own work environments. Within the context of this framework, the book prescribes a series of 14 lessons to help make continuous improvement both an institutional strategy and a personal imperative. (Contains 73 references.) (MDM)

**ED 381 057** HE 028 180

**Florida Postsecondary Education Security Information Act. Annual Report of Campus Crime Statistics 1990-92 and Annual Assessment of Physical Plant Safety 1993.**

Florida State Dept. of Education, Tallahassee. Office of Postsecondary Education Coordination.

Pub Date—Apr 94

Note—40p.; For the 1991-93 report, see HE 028 158.

Available from—Office of Postsecondary Education Coordination, Florida Department of Education, 1001 Florida Education Center, Tallahassee, FL 32399.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Colleges, Community Colleges, \*Crime, \*Educational Facilities, Higher Education, Private Colleges, \*School Safety, State Legislation, State Universities, \*Universities

**Identifiers**—\*Florida, Florida Postsecondary Education Info Act

This report contains campus crime statistics for 1990-92 of crimes reported to have occurred on the

community colleges, state universities, and independent colleges and universities of Florida, as required by the Florida Postsecondary Education Security Information (FPESI) Act. It also includes an assessment of physical plant safety for 1993 provided by the state universities and independent colleges and universities. The aggregated data for 1991 and 1992 for all categories of institutions show a decrease in robberies and larceny/thefts. Homicides on state universities campuses increased from zero to three, while community colleges and independent colleges and universities reported no homicide offenses. The overall increase in Part I Mandatory Offenses as defined by the Florida Department of Law Enforcement Uniform Crime Reporting Program during 1990-92 was 0.4 percent for state universities, 0.1 percent for community colleges, and 2.3 percent for independent colleges and universities. The report of physical plant safety lists assessments and actions taken by Florida institutions to ensure safety. A table indicates whether or not institutions submitted physical plant safety reports. An appendix includes the statutory provisions of the FPESI act, the guidelines for completing reports, a report form, and definitions of offenses. (MDM)

**ED 381 058** HE 028 181

*Cornesky, Robert A. McCool, Samuel A.*

**Total Quality Improvement Guide for Institutions of Higher Education.**

Report No.—ISBN-0-912150-21-1

Pub Date—94

Note—158p.

Available from—Magna Publications, Inc., 2718 Dryden Dr., Madison, WI 53704-3086 (\$34.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Case Studies, College Administration, \*Colleges, Diagrams, \*Educational Improvement, Educational Practices, \*Educational Quality, Flow Charts, Formative Evaluation, Higher Education, Improvement Programs, Models, \*Total Quality Management, \*Universities

**Identifiers**—Process Improvement

This book describes the steps and tools of Total Quality Management (TQM) and their use in the academic units of colleges and universities for Total Quality Improvement (TQI), illustrated by a case study from the School of Arts & Sciences at a state university. Section 1 explains how to: (1) identify problems contributing to non-value-added work; (2) construct a team to work on the identified problems; (3) analyze the root causes of the problems; and (4) implement the recommendations of an action team. Section 2 describes tools that are useful for implementing TQI processes in an academic setting, such as affinity diagrams, cause and effect diagrams, control charts, flow charts, force field analysis, histograms, nominal group process, operational definitions, pareto diagrams, relations diagrams, run charts, scatter diagrams, scenario builders, and systematic diagrams. "The Development of a Formula-Driven Budget" by John R. Bolte is appended. (Contains 15 references.) (MDM)

**ED 381 059** HE 028 182

**High Risks and Emerging Fraud: IRS, Student Loans, and HUD. Hearing before the Committee on Governmental Affairs, United States Senate, One Hundred Third Congress, Second Session (July 19, 1994).**

Congress of the U.S., Washington, D.C. Senate. Report No.—ISBN-0-16-046792-6; Senate-Hrg-103-975

Pub Date—95

Note—120p.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors**—\*Federal Programs, Hearings, Higher Education, Program Improvement, \*Public Housing, \*Risk, Risk Management, \*Student Loan Programs, \*Taxes

**Identifiers**—Congress 103rd, Department of Education, Department of Housing and Urban Development, Family Education Loan Program, \*Fraud, General Accounting Office, Internal Revenue Service

These hearing transcripts present testimony on the high risks and emerging fraud in several areas of the federal government, including the Student Loan

Program of the Education Department (ED), the Multifamily Housing Program of the Department of Housing and Urban Development (HUD), and Internal Revenue Service (IRS) tax return filing. Testimony was heard from concerned senators and government officials responsible for risk management and fraud in these departments and agencies. Current and possible solutions to risk management and fraud were discussed. Opening and/or prepared statements were given by: Senators John Glenn, Byron L. Dorgan, Jim Sasser, William S. Cohen, and William V. Roth, Jr. Testimony was heard from: (1) the special assistant to the comptroller general and the director of tax systems issues, General Accounting Office (GAO); (2) the commissioner, deputy commissioner, and other officials of the IRS; (3) the deputy secretary, inspector general, and other officials of ED; and (4) the inspector general, assistant inspector general for audit, and other officials of HUD. An appendix contains the prepared statements of several witnesses, along with written questions and answers from officials of GAO, ED, HUD, and the Department of Treasury. (MDM)

**ED 381 060** HE 028 183

Bork, Christopher E.

**Physical Therapy Program Review, State University System of Florida. Consultant's Report and Recommendations.**

State Univ. System of Florida, Tallahassee.

Report No.—BOR-94-7

Pub Date—Feb 95

Note—84p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Allied Health Occupations, \*Allied Health Occupations Education, \*Departments, Higher Education, \*Physical Therapy, Program Descriptions, \*Program Evaluation, State Norms, \*State Universities

Identifiers—Florida A and M University, Florida International University, \*State University System of Florida, University of Central Florida, University of Florida, University of North Florida

This report reviews the degree programs in physical therapy offered by five State University System of Florida (SUS) institutions. The evaluation is based on self-study reports submitted by the universities, site visits, interviews, and school records. The report includes an overview of the physical therapy profession, system-wide analysis and recommendations for the SUS, and individual analyses and recommendations for the five schools that participated in the study (University of Florida, Florida A&M University, University of Central Florida, Florida International University, and the University of North Florida). System-wide recommendations include: (1) a moratorium on the development of any additional SUS physical therapy programs; (2) the expansion of current programs; (3) the offering of the master of physical therapy (MPT) as a first professional degree; (4) clinical affiliations between SUS programs and clinical institutions, such as hospitals; (5) a common SUS physical therapy student application; (6) 12-month contracts for faculty; and (7) increased faculty salaries where necessary, to be competitive with national norms. Appendices contain the author's curriculum vitae, a sample MPT curriculum, curriculum-based instructional needs, community college articulation guidelines, a graduate and employer survey, the SUS coordinators of physical therapy review, and supplemental information from Florida A&M University. (MDM)

**ED 381 061** HE 028 184

**1994 A Turbulent Year. AUCC Activities.**

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Report No.—ISBN-0-88876-163-5

Pub Date—Mar 95

Note—20p.

Available from—Association of Universities and Colleges of Canada, 600-350 Albert St., Ottawa, Ontario K1R 1B1, Canada.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Advocacy, Annual Reports, \*Colleges, Educational Policy, Federal Legislation, Foreign Countries, Grants, Higher Education, International Educational Exchange, \*Lobbying, Meetings, \*Professional Associations, Public Policy, Scholarships, \*Universities, Workshops

Identifiers—\*Association of Universities and Colleges of Canada

This report reviews the activities of the Association of Universities and Colleges of Canada (AUCC) during 1994, focusing on public policy and advocacy, member services, contract management, and community service. It discusses the role of AUCC in testifying before House of Commons committees and government ministries on areas related to social and educational policy, student financial assistance, academic mobility, research infrastructure, the 1995 federal budget, science and technology policy review, foreign policy review, federal program review, and copyright reform. It reports on the two general membership meetings held in 1994, the AUCC's journal "University Affairs," faculty bargaining services, and other membership services. The report also discusses the AUCC's management of scholarships and awards, international cooperative agreements, and international scholarships. It then reviews the community service activities of the organization, including the production and distribution of guides to Canadian universities and the development of workshops on electronic communication and information technology. A list of AUCC directors, committees, and advisory groups is included. (MDM)

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**ED 381 062** HE 028 185

Mulvey, Patrick J.

**1992-93 Bachelors Degree Recipients Report.**

American Inst. of Physics, College Park, MD. Education and Employment Statistics Div.

Report No.—AIP-R-211.25

Pub Date—Feb 95

Note—10p.

Available from—American Institute of Physics, One Physics Ellipse, College Park, MD 20740-3843.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Astronomy, \*Bachelors Degrees, \*Career Planning, \*College Students, Departments, Employment Opportunities, \*Graduate Study, Higher Education, Labor Market, National Surveys, \*Physics, Sex Differences

This report presents the results of a survey of 4,800 students who obtained bachelors degrees in physics and 190 students who obtained bachelors degrees in astronomy in 1993. Of the physics bachelors, 37 percent planned to pursue graduate study in physics or astronomy, 22 percent planned to pursue other graduate study, 37 percent planned to seek employment, and 4 percent had no immediate plans. Nearly 90 percent of the physics bachelor degree holders had taken physics in high school. Women receiving physics bachelors degrees were just as likely to pursue graduate study as men. Physics bachelors choosing graduate study in physics were more likely to receive departmental support than those going on to advanced study in other disciplines. Employer demand for individuals with bachelors degrees in physics remains low and the proportion receiving multiple job offers has declined. The trend toward more industrial service jobs has continued. The 59 departments that offered bachelor degrees in astronomy in 1993 conferred 190 such degrees. Fifty-one percent of the astronomy bachelors planned to pursue graduate study in astronomy or physics, 6 percent planned to pursue other graduate study, 34 percent planned to seek employment, and 9 percent were undecided. (MDM)

**ED 381 063** HE 028 186

Bavaro, John A.

**Faculty Perceptions of Scholarship and Its Measures at One School of Education.**

Pub Date—27 Mar 95

Note—25p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Definitions, Employment Experience, \*Faculty Evaluation, Faculty Promotion, \*Faculty Publishing, Higher Education, Morale, Publish or Perish Issue, \*Scholarship, Seniority

Identifiers—\*Faculty Attitudes

This study investigated how scholarship was viewed by 16 faculty members with varying years of experience and publication rates. In-depth interviews were conducted with randomly selected faculty from four departments within the school of education. The study found that faculty members with lower rates of publication indicated that the current view of scholarship, centered on research and publication, was problematic, regardless of their years of experience. They also thought that the role of scholarship was at odds with teaching. In contrast, faculty with higher rates of publication, re-

gardless of years of experience, were of the opinion that the current view of scholarship is appropriate. The results suggest the need for mentoring programs for junior faculty members, the need to explore issues related to faculty morale, and the need to explore the perceived lack of confidence in the current system to adequately evaluate scholarly merits. (Contains 35 references.) (MDM)

**ED 381 064** HE 028 187

Bavaro, John A.

**A Review of the Construct of Scholarship in the Literature.**

Pub Date—27 Mar 95

Note—38p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Attitudes, College Faculty, College Instruction, \*Definitions, Educational Trends, \*Faculty Evaluation, Faculty Promotion, \*Faculty Publishing, Higher Education, Publish or Perish Issue, \*Scholarship

Identifiers—\*Faculty Attitudes, Faculty Service

The traditional model used by all institutions of higher education include the three broad areas of teaching, scholarship, and service as part of faculty evaluation. This paper examines the definition of scholarship in higher education, focusing on current definitions of scholarship, administrators' perceptions about scholarship, measures of scholarship, and emerging trends in recommendations about scholarship. The traditional model of scholarship ranked teaching ahead of research and service, unlike recent practice with its emphasis on research and publication. The majority of faculty in the social sciences, however, believes in the importance of research and publication in scholarship, but feel that too much emphasis is placed on publication. Administrators have generally approved of research and publication as a method of evaluating contributions made by faculty. Measures of scholarship in recent years have centered on the quantity of articles and monographs produced by faculty members. Recent trends in the definition of scholarship have centered on the need to move beyond publication counts in the evaluation of faculty. Some researchers suggest that new definitions of scholarship should place more emphasis on teaching and service. (Contains 67 references.) (MDM)

**ED 381 065** HE 028 188

Adams, Howard G.

**Focusing on the Campus Millieu: A Guide for Enhancing the Graduate School Climate.**

National Consortium for Graduate Degrees for Minorities in Engineering and Mathematics, Inc., Notre Dame, IN.; Notre Dame Univ., IN. National Center for Graduate Education for Minorities.

Pub Date—93

Note—35p.; For a related document, see HE 028 189.

Available from—National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc., P.O. Box 537, Notre Dame, IN 46556.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrator Role, Checklists, Cultural Pluralism, Diversity (Institutional), \*Educational Environment, \*Educational Strategies, Engineering, \*Graduate Students, Graduate Study, Higher Education, \*Mentors, \*Minority Groups, Sciences, Student Experience, Teacher Student Relationship

This guide addresses programming strategies for enhancing the campus climate or environmental support for graduate students in engineering and the sciences, with emphasis on aspects relevant to minority students. It contains an analysis of the graduate school experience, i.e., as it relates to success in graduate programs, with emphasis on minority students. It also includes programmatic ideas for enhancing the campus climate to better serve the needs of a diverse graduate student population. Analysis focuses on: (1) diversity factors within the campus environment; (2) barriers to success for minority graduate students; (3) methods of conducting a campus environmental audit; (4) the role of faculty in the lives of graduate students; and (5) recommendations for enhancing the campus climate. Special emphasis is placed on mentoring as a way to reduce the marginality of beginning graduate students and enhance their progress in graduate programs. Three appendices contain an environmental audit, a departmental environmental audit checklist for faculty

and students, and a graduate student opinion survey. (Contains 15 references.) (MDM)

**ED 381 066** HE 028 189

*Adams, Howard G.*  
**Creating a Campus Climate That Supports Academic Excellence.**

National Consortium for Graduate Degrees for Minorities in Engineering and Mathematics, Inc., Notre Dame, IN.

Pub Date—24 Sep 94

Note—7p; For a related document, see HE 028 188.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Administrator Role, \*College Students, Cultural Pluralism, Diversity (Institutional), \*Educational Environment, \*Educational Strategies, Engineering, Females, Higher Education, \*Mentors, \*Minority Groups, Sciences, Student Development, Student Experience, Teacher Student Relationship

This paper discusses the campus climate as a critical element in the academic development of college students, with emphasis on minority and women students pursuing engineering and other technical degrees. Reforming the campus climate to make it more receptive to minority and women students requires: (1) a clear mandate from top administrators to build a supportive and enabling campus environment; (2) an understanding of the present conditions of the campus climate; and (3) more active involvement by engineering and science faculty in the academic life of minority students. Faculty may become more actively involved with students through mentoring, involving students in research, reducing the marginality of minority students, and representing the concerns and needs of minority students to campus-wide committees and groups. (Contains 9 references.) (MDM)

**ED 381 067** HE 028 190

*Davis, Jerry S.*

**The Continuing Incentives in the Federal State Student Incentive Grant Program: An Assessment of the Effects of SSIIG Allocations on the Creation, Maintenance, and Expansion of State Student Grant Programs, 1974-75 to 1992-93.**

National Association of State Scholarship and Grant Programs.

Pub Date—Jan 94

Note—49p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Advocacy, \*Educational Policy, \*Federal Aid, Federal State Relationship, Financial Support, \*Grants, Higher Education, \*State Programs, \*Student Financial Aid

Identifiers—\*State Student Incentive Grants

This report describes how federal State Student Incentive Grant (SSIIG) allocations have affected state expenditures on student grant programs, what state grant program directors believe would happen to their programs if SSIIG funds were cut, and why members of the National Association of State Scholarship and Grant Programs (NASSGP) believe that the SSIIG should receive continued and enhanced support. The report shows that the creation of the SSIIG program in 1972 led to the establishment of need-based grant programs for postsecondary education in 22 states that did not previously have such programs. Increasing annual federal funding levels for SSIIG contributed to statistically significant increased state expenditures on grant programs. Among the 26 states with the smallest programs, grant expenditures increased much more frequently when SSIIG allocations grew than when they did not. A NASSGP survey of grant program directors found that 86 percent of states would have to reduce grants awards if they lost SSIIG funding. NASSGP advocates full funding of the SSIIG program at \$105 million annually. (MDM)

**ED 381 068** HE 028 191

*Blustein, Stanley* *Burgos-Ocasio, Hilda*  
**Factors Considered Important by Students in Making a Choice of Social Work Concentration.**

Pub Date—29 Mar 95

Note—24p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Career Choice, Clinical Experience, Decision Making, \*Graduate Students, Graduate

Study, Higher Education, \*Majors (Students), \*Social Work, \*Student Attitudes, Student Surveys

Identifiers—\*Social Administration

The continuing small number of social work students who enter the concentration of social administration poses conditions that have potentially negative results for the field of social work. This study surveyed 131 graduate social work students at a large, public Midwestern university to determine the factors they considered important in making a choice of concentration, and at what point these choices were made. The findings indicated that almost 75 percent of the students made their choice prior to entering graduate school, and that 90 percent felt the most important factor influencing their decision was the need to obtain experience in clinical practice before entering social administration. Many of the students reported that they did not have sufficient information about social administration on which to base a decision about their choice of concentration. (Contains 26 references.) (Author/MDM)

**ED 381 069** HE 028 192

*Immerwahr, John* *Boese, Jill*

**Preserving the Higher Education Legacy: A Conversation with California Leaders. Report No. 95-3.**

California Higher Education Policy Center, San Jose.

Pub Date—Mar 95

Note—43p.

Available from—California Higher Education Policy Center, 160 West Clara St., Suite 704, San Jose, CA 95113.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—College Administration, \*Educational Attitudes, \*Educational Change, \*Educational Finance, \*Educational Policy, Educational Quality, \*Higher Education, \*Leaders, Paying for College, Professional Education, Public Policy, Student Costs

Identifiers—\*California

This study reports the results of confidential, in-depth interviews with 29 business, education, and community leaders in California to determine their attitudes toward the higher education needs of the state. The interviews examined areas of consensus and controversy in many facets of higher education policy. The most important findings included: (1) a sense of the importance of higher education and of the urgency of change if California is to maintain its tradition of broad access to high quality education; (2) a belief that higher education must make major changes, analogous to the restructuring that is occurring in the corporate and governmental sectors, to control costs and protect quality; (3) a concern that policy discussions in higher education and the state have become insulated and ineffective; and (4) a recognition of absence of any public process or forum in California for addressing fundamental issues, particularly goals and public purposes of higher education and its supporting policies. An appendix contains methodological notes and the names of the participants in the study. A list of related publications is included. (MDM)

**ED 381 070** HE 028 193

*Grundy, Tony*

**Implementing Strategic Change: A Practical Guide for Business.**

Report No.—ISBN-0-7494-0745-X

Pub Date—94

Note—250p.

Available from—Kogan Page Limited, 120 Pentonville Rd., London, N1 9JN, England, United Kingdom (\$45.50).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—\*Business, \*Business Administration, Business Administration Education, Case Studies, \*Change Strategies, Foreign Countries, Higher Education, Organizational Objectives, \*Strategic Planning

Identifiers—Change Analysis

This book is designed to serve as a practical guide to planning and managing change within a business, and as a text for graduate business students studying change strategies. It focuses on the rationale for change, managing the change process, tools for change, creating a strategic vision for change, and checklists for implementing strategic change. Such tools as force field analysis, change systems, stake-

holder analysis, and change project management can be used individually or in combination to understand and manage change. The importance of management process and practice alongside business analysis is emphasized. In-depth case studies of the implementation of strategic change at three businesses are also presented. Two appendices contain: (1) lessons from change gurus; and (2) a case of study of change at a fictitious company, including study questions on different change scenarios. (Contains 37 references.) (MDM)

**ED 381 071** HE 028 207

*Garni, Kenneth* *Comp.*

**An Insider's Guide to Surviving Freshman Year.**

Suffolk Univ., Boston, MA.

Pub Date—[Aug 94]

Note—9p; For related documents, see HE 028 208-209.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Academic Advising, Academic Persistence, College Environment, \*College Freshmen, Higher Education, Social Behavior, \*Student Adjustment, Student College Relationship, Student Needs, Study Habits, Teacher Student Relationship, Time Management, Undergraduate Study

This brochure offers students tips for successfully completing the freshman year at college, and is particularly aimed at helping the student reader to anticipate the situations and problems likely to arise during the first weeks and months at school. The suggestions are grouped by month and each monthly section also includes at least one reminder regarding things such as deadlines for course changes or aid application. The suggestions focus primarily on ensuring academic success and cover time management, study habits, managing final exams, becoming socially involved, and knowing when to go for assistance. Also included are comments on social life designed to show how to balance social and academic activities. Other suggestions to aid students in negotiating the administration of college life include registering early in order to secure the courses needed, and using assigned academic advisors to navigate the course selection process. (JB)

**ED 381 072** HE 028 208

*Dennis, Marguerite J.*

**An Insider's Guide to Financing a College Education.**

Suffolk Univ., Boston, MA.

Pub Date—[Aug 94]

Note—9p; For related documents, see HE 028 207-209. Excerpted from "Barron's Complete College Financing Guide" and "Keys to Financing a College Education" by Marguerite J. Dennis.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Finance, Eligibility, Grants, Higher Education, Loan Repayment, Money Management, Need Analysis (Student Financial Aid), Parent Financial Contribution, \*Paying for College, Scholarships, Student Employment, Student Financial Aid, Student Loan Programs, Work Study Programs

This short brochure offers practical advice and information to parents and students on financing a college education. It opens with 10 facts about financing a college education to serve as a backdrop for the advice and information offered in the following pages. The brochure offers its information in a question and answer format. Topics covered include: when to begin saving, good savings plans, prepayment plans, qualifications for financial aid, state and federal financial aid programs, finding help, specific situations such as divorced parents, gifts from relatives, home equity loans, income in retirement plans, college financial aid package offers, selecting a financing option, and student loans. (JB)

**ED 381 073** HE 028 209

*Dennis, Marguerite J.*

**An Insider's Guide to Selecting a College or University.**

Suffolk Univ., Boston, MA.

Pub Date—94

Note—9p; For related documents, see HE 028 207-208.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Alumni, College Applicants, \*College

Choice, College Environment, College Faculty, College Programs, Decision Making, Dormitories, Higher Education, Institutional Characteristics, School Holding Power, School Security, School Visitation, Student Financial Aid

This brochure is designed to help college applicants and their families to obtain the information they need to select a college. The brochure opens by listing five basic points to set the stage for gathering information and making a decision. There follows discussion of 10 criteria to consider along with an "insider tip" for each criterion and suggested questions to ask, things to examine, and points to consider. The criteria are: size; location; faculty; academic program; financial aid program; dormitory; social, cultural, recreational, and athletic environment; safety; retention program; and alumni. The next section discusses the campus visit and suggests places to include on that visit, individuals to speak with while on the visit, and 10 questions to be sure to ask. The brochure offers five final thoughts on selecting a college. (JB)

ED 381 074 HE 028 210

Wright, W. Alan. And Others

Teaching Improvement Practices: Successful

Strategies for Higher Education.

Report No.—ISBN-1-882982-06-1

Pub Date—95

Note—420p; Foreword by Wilbert J. McKeachie

and Barbara K. Hofer.

Available from—Anker Publishing Co., Inc., 176

Ballville Rd., P.O. Box 249, Bolton, MA

01740-0249 (\$41.95).

Pub Type—Books (010)—Collected Works - Gen-

eral (020)

Document Not Available from EDRS.

Descriptors—Beginning Teachers, College Faculty, \*College Instruction, College Students, Cooperative Learning, Educational Quality, Educational Trends, Excellence in Education, Faculty Development, Foreign Countries, Higher Education, Inclusive Schools, Inservice Teacher Education, \*Instructional Improvement, Instructional Leadership, Laboratories, Large Group Instruction, Learning Processes, Portfolios (Background Materials), Professional Development, Teacher Evaluation, \*Teacher Improvement, Teacher Workshops, Teaching Methods, Tutoring

Identifiers—Asia, Australia, Canada, United Kingdom

This volume contains 15 papers on strategies for improving teaching in higher education with a focus on perceptions of current practices particularly in the United Kingdom, the United States, Australia, and Canada. The papers are: "Teaching Improvement Practices: International Perspectives" (W. Alan Wright and M. Carol O'Neill); "Understanding Student Learning: Implications for Instructional Practice" (Christopher K. Knapper); "Increasing Faculty Understanding of Teaching" (Keith Triggwell); "Preparing Faculty as Tutors in Problem-Based Learning" (David Kaufman); "Introducing Faculty to Cooperative Learning" (Barbara J. Mills); "Improving Laboratory Teaching" (Elizabeth Hazel); "From Shaping Performances to Dynamic Interaction: The Quiet Revolution in Teaching Improvement Programs" (Richard G. Tiberius); "Faculty Development Workshops and Institutes" (James Eison and Ellen Stevens); "Using the Teaching Portfolio to Improve Instruction" (Peter Seldin, and others); "Preparing the Faculty of the Future to Teach" (Laurie Richlin); "The Development of New and Junior Faculty" (Milton D. Cox); "Improving Teaching: Academic Leaders and Faculty Developers as Partners" (Mary Deane Sorcinelli and Norman D. Aitken); "Promoting Inclusiveness in College Teaching" (Nancy Van Note Chism and Anne S. Pruitt); "National-Scale Faculty Development for Teaching Large Classes" (Graham Gibbs); "The Impact of National Developments on the Quality of University Teaching" (George Gordon, Patricia A. Partington). An index is included. (Most papers contain references.) (JB)

ED 381 075 HE 028 211

Student Health Insurance Program. Fall 1994.

Massachusetts State Dept. of Medical Security,

Boston.

Pub Date—[94]

Note—13p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Students, Compliance (Legal), \*Enrollment, Enrollment Trends, Fees, \*Health Insurance, Higher Education, Private

Colleges, Public Colleges, State Regulation, Student Identifiers—\*Massachusetts, Student Health Organizations

This report contains data on current participation in and compliance with Massachusetts state regulations on health insurance coverage for college students. State regulations require that all full and three quarter time college students enrolled in the 121 public or independent institutions in the state participate in a qualifying student health insurance plan. The requirement is designed to bring all school sponsored plans up to an acceptable minimum level of benefits in compliance with existing legal requirements while limiting costs to students and institutions. Data gleaned from twice-yearly reports submitted by institutions in the state are displayed in several tables as are figures that show premium costs, student health insurance program history, student participation from Fall 1989 to Fall 1994, average premium costs from 1989 to 1994, average health fees in the same period, premium costs, health fees, and student data from 1989 to 1994; and student data by institution. The report notes that to date 34 percent of those required to participate are enrolled in an institution-sponsored plan, and that 66 percent of those required to participate have waived participation by certifying that they have comparable coverage from another source. (JB)

ED 381 076 HE 028 212

Arano, Jerome S.

The Baldrige Award for Education: How To Measure and Document Quality Improvement.

Report No.—ISBN-1-884015-75-1

Pub Date—95

Note—152p.

Available from—St. Lucie Press, 100 E. Linton

Bld., Suite 403B, Delray Beach, FL 33483

(\$39.95).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Awards, Case Studies, Colleges, \*Educational Assessment, \*Educational Improvement, \*Educational Quality, Elementary Schools, Elementary Secondary Education, Evaluation Methods, Higher Education, \*Institutional Evaluation, Records (Forms), School Districts, Secondary Schools, \*Self Evaluation (Groups), Surveys, \*Total Quality Management

Identifiers—\*Malcolm Baldrige National Quality

Award, Total Quality Education

This volume describes in practical terms how schools and colleges can use the Malcolm Baldrige National Quality Award assessment as a tool to document and measure areas of existing quality and to identify areas for improvement. This Award is currently given annually to recognize quality in business companies with plans to expand it to include educational institutions by 1995. The award criteria for education are customer focus and satisfaction, leadership, continuous improvement, total participation and staff development, quality in operational results, problem prevention and resolution, strategic quality planning, management by fact, partnership development, and community responsibility. Chapter 1 describes these criteria in detail. Chapter 2 explains and presents a series of surveys to be completed by different groups within the organization for analysis of the current environment. Chapter 3 focuses on development of an action plan. Chapter 4 discusses why schools should implement this assessment process. Chapter 5 describes the application of Total Quality Management to schools. Chapter 6 contains three master forms for the assessment process. Chapter 7 contains a case study of a school district that implemented the assessment process. An appendix contains two figures illustrating the Total Quality Schools Model. (JB)

ED 381 077 HE 028 215

Brand, Myles

Higher Education and Obligations to the Future.

Pub Date—19 Jan 95

Note—19p; Speech given at Myles Brand's inauguration to the presidency of Indiana University.

Available from—Indiana University, President's

Office, Bryan Hall 200, Bloomington, IN 47405.

Pub Type—Opinion Papers (120)—Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, College Presidents, College Role, Community Role, Economic Factors, Educational Needs, \*Futures (of Society), \*Higher Education, Relevance (Education), Social Change, Social Environment, State Univer-

sities

Identifiers—\*Indiana University

In his inaugural address as president of Indiana University, Brand emphasized the importance of higher education for nurturing of future achievement. In opening this subject he recalled the pioneers who founded the university 175 years earlier and their efforts for the future in establishing the institution. Moving on, Brand addressed the current American culture which, he argued, focuses on transient goals in retreat from social obligations to the future. He cited examples from estate planning, changes in philanthropy and volunteerism, and investment in education. He then looked at historical trends in higher education arguing that the attitudes and values that have led many to turn their backs on the needs of future generations are atypical in the nation's and Indiana's history. Addressing the needs of the next generation for higher education, he described the many pressures facing current and future generations such as economic difficulties for families, technological change, and increasing global economics. He stressed the need to awaken students to humanistic and intrinsic values. In a final section on creating the future, Brand pledged to work to make Indiana University "America's New Public University." (JB)

ED 381 078 HE 028 216

Higher Education: Restructuring Student Aid

Could Reduce Low-Income Student Dropout

Rate. Report to Congressional Requesters.

General Accounting Office, Washington, DC.

Health, Education, and Human Services Div.

Report No.—GAO-HEHS-95-48

Pub Date—Mar 95

Note—52p.

Available from—U.S. General Accounting Office,

P.O. Box 6015, Gaithersburg, MD 20884-6015

(first copy free, additional copies \$2, orders of 100

or more to be mailed to a single address are dis-

counted 25%; check or money order made out to

the Superintendent of Documents should accom-

pany the order, when necessary).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Persistence, College Students, \*Comparative Analysis, Databases, \*Drop-out Prevention, \*Grants, Higher Education, High Risk Students, \*Low Income Groups, Program Effectiveness, School Holding Power, State Colleges, Student Attitudes, \*Student Financial Aid, Student Financial Aid Officers, \*Student Loan Programs

This study compared the relative effectiveness of grants and loans in helping low-income students stay in college until graduation. The study analyzed two student-level databases. One database contained data on a national sample of high school seniors who began full-time study at four-year colleges and traced them through college. The other database contained data on a group of relatively low-income freshmen from a large public four-year university that "frontloaded" some of its institutional grant dollars as part of a program to improve these students' dropout rates. In addition the study sought the views of financial aid directors and 51 students from 12 colleges and universities. Results found that grant aid lowers the probability that low-income students will drop out, while loans have no statically significant impact on such students' drop-out rates. In addition, for low-income students, grant aid is relatively more effective during the first school year than in subsequent years. Results from a university that frontloaded grants for some students as well as providing them with academic and administrative support reinforced these findings. Appendixes contain detailed information on study methodology. Ten tables and seven figures illustrate the report. (JB)

ED 381 079 HE 028 217

Morgan, Frank B. Broyles, Susan G.

Degrees and Other Awards Conferred by Institu-

tions of Higher Education: 1992-93. E.D. TABS.

National Center for Education Statistics (ED),

Washington, DC.

Report No.—ISBN-0-16-045555-3; NCES-95-722

Pub Date—Mar 95

Note—85p.

Available from—U.S. Government Printing Office,

Superintendent of Documents, Mail Stop: SSOP,

Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110)—

Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, \*Degrees (Academic), Doctoral Degrees, Ethnicity, Geographic Regions, Higher Education, Institutional Characteristics, Masters Degrees, \*National Surveys, Professional Education, Race, Sex, Statistical Data, Student Characteristics, Tables (Data)

Identifiers—\*Integrated Postsecondary Education Data System

This report presents data in 20 tables on degrees conferred during the 1992-93 academic year by the nation's accredited institutions of higher education using data from the Integrated Postsecondary Education Data System (IPEDS). Included are tables that show: numbers of degrees conferred by institutional type (public or private), by level of degree, and by sex for all 50 states and the District of Columbia; numbers of degrees conferred by race/ethnicity; numbers of degrees conferred by level of degree; and numbers of awarded certificates, associate's degrees, bachelor's degrees, master's degrees, doctoral degrees, and first-professional degrees under different configurations of variables. Highlighted findings include: (1) institutions conferred 2.2 million degrees in academic years 1992-93, a 3 percent increase over 1991-92; (2) 24 percent of awarded degrees were associate degrees, 54 percent were bachelor's degrees, 17 percent were master's degrees, 2 percent were doctorates, and 3 percent were first-professional degrees; (3) public institutions awarded almost 69 percent of all degrees; (4) women received the majority of degrees (55 percent) as well as the majority of associate, bachelor's and master's degrees; (5) White, non-Hispanics received 77 percent of the degrees awarded, while minorities received 15 percent; (6) Non-resident aliens, who received 5 percent of all degrees received 12 percent of all master's degrees and 27 percent of all doctoral degrees. (JB)

ED 381 080 HE 028 218

Financial Statement Audit: U.S. Department of Education, Federal Direct Student Loan Program for the Year Ended September 30, 1994. Audit Control Number 17-48320.

Office of Inspector General (ED), Washington, DC. Pub Date—Mar 95

Note—44p. The reported audit was performed by Urbach Kahn & Werlin, PC, Certified Public Accountants. Some figures contain illegible type.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accounting, Colleges, Compliance (Legal), Federal Programs, \*Financial Aids, Higher Education, \*Student Loan Programs

Identifiers—Cash Flow, Department of Education, \*Direct Student Lending, Financial Records, Financial Reports

An independent audit was done of the principal financial statements of the William D. Ford Federal Direct Loan Program of the Department of Education for the year ending September 30, 1994. In planning and performing the review the auditors considered the internal control structure of the program in order to determine auditing procedures. The report on internal control structure disclosed conditions existing during fiscal year 1994 which were considered reportable. Specifically, the auditors reported controls within the Direct Loan Program's loan origination, servicing, and reporting systems that needed improvements. These were not, however, considered to be material weaknesses. Recommendations for improvements were offered in the following areas: (1) reconciliation and reporting efforts to ensure loan origination data accuracy and prompt recording and receiving at the Department; (2) improved ability to monitor cash management to reduce potential risk of excess cash balances at schools; (3) improved school level controls (inaccurate and incomplete records were found at visits to seven participating schools). In an examination of the program compliance with laws and regulation, the auditors found positive assurance of compliance with laws and regulations for items tested. The program's principal financial statements are included in the Financial Report section. Appended is a management response to the audit recommendations. (JB)

ED 381 081 HE 028 219

Marks, Joseph L. SREB Fact Book on Higher Education, 1994/1995.

Southern Regional Education Board, Atlanta, GA. Pub Date—95

Note—104p. For the 1992 edition, see ED 354

795.

Available from—Southern Regional Education Board, 592 Tenth St., N.W., Atlanta, GA 30318-5790 (515).

Pub Type—Reference Materials (130) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Administration, \*College Students, Comparative Analysis, Degrees (Academic), Demography, \*Enrollment Trends, Ethnic Groups, Expenditures, Higher Education, Income, Profiles, Public Colleges, Statistical Data, Student Characteristics, Student Financial Aid, Teacher Salaries, Trend Analysis, Tuition

Identifiers—Southern Regional Education Board, \*United States (South)

This publication provides comparative national and regional data highlighting significant trends affecting colleges and universities in each of the 15 Southern Regional Education Board (SREB) states. Using data from SREB's databases, the book contains detailed national and state profiles on the population, elementary and secondary education, government revenues and expenditures, college enrollments, student characteristics, degrees granted, tuition and fees, student financial aid, faculty and administrator revenues and expenditures, and college and university revenues and expenditures. It also contains data on employment trends, state general fund and other "earmarked" appropriations for education, the educational attainment of the adult population, and the migration of first-time freshmen. The distribution of revenues and expenditures for public four-year colleges and universities and public two-year colleges are shown separately. Highlights of the data note the following: (1) states are investing less of their public budgets in higher education than 10 years earlier, even though nearly one million more students are attending college; (2) students and families are paying more for college; (3) salaries of four-year college and university faculty have lost ground to inflation over the past 20 years; (4) educational attainment in SREB states, though improved, is below the national average; and (5) SREB states still fall short of national average per capita income despite significant gains. Includes an index. (JB)

ED 381 082

HE 028 220

Sterian, Paul Enache

Accreditation and Quality Assurance in Higher Education: Papers on Higher Education Series.

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

Report No.—ISBN-92-9069-123-9

Pub Date—92

Note—95p.

Available from—CEPES UNESCO, 39 Stirbei

Voda St., Bucharest, Romania R-70732.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Standards, \*Accreditation (Institutions), Accrediting Agencies, Agency Role, Case Studies, \*Educational Quality, Foreign Countries, Government Role, \*Higher Education, Institutional Evaluation, Profiles, Quality Control, Standards

Identifiers—Australia, China, France, Germany, Hong Kong, India, Kenya, Netherlands, Nigeria, South Africa, Sweden, United Kingdom, United States

This paper offers a broad look at accreditation and quality assurance in higher education and how these issues are addressed around the world. Section 1 is an overview of accreditation and addresses the aims and objectives of accreditation, standards, accreditation bodies, stages of the accreditation process, the quality of that process, the role of government in the accreditation process, some critical points of view concerning the process, and present accreditation trends. Section 2 looks at accreditation and quality assurance through brief national case studies. The nations represented are France, Germany, United Kingdom, the Netherlands, Sweden, the United States, China, India, Hong Kong, South Africa, Nigeria, Kenya, and Australia. This section closes with a section comparing accreditation and quality assurance in various regions. Section 3 takes a closer and more detailed look at the accreditation process in Romania, particularly in light of the recent political and educational changes in this nation and the fairly recent decision to introduce accreditation of institutions of higher education. This examination covers accreditation principles and objectives, standards for initial and subsequent ac-

creditation, application rules, structure of the accreditation committee and its functions, and provisions for financing accreditation. Appendices contain institutional evaluation standards and a glossary. (Contains 27 references.) (JB)

ED 381 083

HE 028 221

Academic Freedom and University Autonomy. Proceedings of the International Conference (Sinaia, Romania, May 5-7, 1992). Papers on Higher Education Series.

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

Report No.—ISBN-92-9069-124-7

Pub Date—92

Note—58p. For a related document, see HE 028 222.

Available from—CEPES UNESCO, 39 Stirbei Voda St., Bucharest, Romania R-70732.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Freedom, College Faculty, College Instruction, College Role, Foreign Countries, Higher Education, \*Institutional Autonomy, School Community Relationship, Social Change, \*Universities

Identifiers—Europe

This publication contains the proceedings of an international conference on academic freedom and university autonomy attended by 180 scholars and representatives from 30 countries. The conference's official statement, the Sinaia Statement, follows an introduction. The Statement calls for a new understanding between universities and society and a reaffirmation and revitalization of the principles of academic freedom and university autonomy in light of the current profound social changes and demands placed on institutions of higher education. Covered in the account of the proceedings are the opening of the conference, development of its working document, description of key-note speeches, summaries of working group debates with their preliminaries and conclusions, description of the closing session and of the adoption of the Statement. Also included are descriptions of round-table discussions of a United Nations Educational, Scientific, and Cultural Organization (UNESCO) study on the status of higher education teaching personnel, and description of a discussion of implementation of the European Universities Network. Final sections contain the text of the conference's working document, "Academic Freedom and University Autonomy," and the discussion and description of the observation of the 20th anniversary of the European Centre for Higher Education. (Contains 12 references.) (JB)

ED 381 084

HE 028 222

Academic Freedom and University Autonomy. Papers on Higher Education Series.

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

Report No.—ISBN-92-9069-126-3

Pub Date—93

Note—320p. For a related document, see HE 028 221.

Available from—CEPES UNESCO, 39 Stirbei

Voda St., Bucharest, Romania R-70732.

Language—English; French

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—\*Academic Freedom, Case Studies, College Faculty, College Instruction, College Role, Foreign Countries, Higher Education, \*Institutional Autonomy, Models, School Community Relationship, Social Change

This volume contains speeches and papers given at the International Conference on Academic Freedom and University Autonomy held in Sinaia, Romania, May 5-7, 1992. Section 1 contains introductory addresses by Federico Mayor, Maitland Stobart, Hinrich Seidel, and Walter Kamba. Section 2 contains 18 papers that address connotations and challenges of academic freedom and university autonomy. Among topics discussed in this context are human rights and academic freedom, the development of international standards concerning the status of higher education teaching personnel, continuing education, leadership, the advancement of knowledge, accountability in multi-university national systems, tensions between public universities and state governments, and academic freedom in the United States. Section 3 con-

tains nine case studies involving the following nations: Hungary, Poland, Russia, Turkey, the United States, Spain, Serbia, and Macedonia. This section also includes three papers on market mechanisms in higher education in the nations of Norway, Poland, and the United States. Also in Section 3 are four papers on the social responsibilities of higher education. Section 4 contains the conference's closing address by Marco Antonio R. Dias. (Some papers contain references.) (JB)

ED 381 085

HE 028 223

Perre, J. Van der  
University Profiling and Identity. Papers on Higher Education Series.

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

Report No.—ISBN-92-9069-130-1

Pub Date—94

Note—26p.

Available from—CEPES UNESCO, 39 Stirbei

Voda St., Bucharest, Romania R-70732.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—College Faculty, College Instruction, \*College Role, Foreign Countries, Higher Education, Institutional Advancement, \*Institutional Autonomy, Institutional Characteristics, Profiles, Public Relations, School Community Relationship, \*Social Change, Universities

Identifiers—\*Europe, European Community

This extended essay looks at higher education in Europe and broad issues of its role and the development of individual institutions. Chapter 1, "Higher Education and an Evolving Europe," discusses the "Memorandum on Higher Education in the European Community" which urged higher education institutions to adapt to evolving, modern, European conditions. There follows a discussion of the current implementation of the Memorandum's recommendations. Chapter 2, "New Challenges and Good Reputations," argues that institutions will not compromise their quality by addressing contemporary challenges but will, through improved quality in both research and teaching, both respond to society's current needs and qualify as a good university in the next century. The balance of the chapter touches on the role of the university and of the intellectual in moral and social debates of the time. Chapter 3, "A Basic and General Education," asks whether universities will be able to maintain or restore a basic and general education as a value in its own right with an ethical dimension. The author argues that market pressures suggest that universities should profile and promote their individual assets or strong points. Contains seven references. (JB)

ED 381 086

HE 028 224

A Report to the Leaders of America's Colleges and Universities: Meeting the Challenge of Student Financial Aid.

National Association of Student Financial Aid Administrators, Washington, D.C.

Pub Date—95

Note—32p.; For the reference guide, see HE 028 225.

Available from—National Association of Student Financial Aid Administrators, 1920 L St., N.W., Suite 200, Washington, DC 20036-5020 (\$5, includes shipping and handling).

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Access to Education, \*College Administration, \*College Role, \*Educational Change, Educational Finance, Equal Education, Federal Aid, Federal Legislation, Federal Regulation, Higher Education, Institutional Mission, Legal Responsibility, \*Policy Formation, Risk, Standards, State Regulation, \*Student Financial Aid

Identifiers—Diversity (Student), Higher Education Act Amendments 1992

This report presents the findings of an investigation into the major issues and possible responses to recent changes in college student financial aid. An executive summary reports that student financial aid is of urgent concern to institutions, policymakers and the nation and that a long term dialogue on the role, impact, and importance of financial aid is called for. An opening section describes the changes that have taken place during the past 25 years, some that are cumulative, others that were triggered by the Higher Education Act Reauthorization of 1992. Part 1 describes serious challenges that arise from

these changes: (1) challenges to equity, access, and diversity; (2) implications for institutions' financial health; and (3) the risks and liabilities for institutions that participate in federal aid programs. Part 2 suggests strategies for effective leadership including a strong recommendation that presidents, trustees, and others: first, ensure that institutional financial aid policies and practices are in keeping with the overall institutional mission and policies and are not in violation of federal or state strictures; second, ensure that the integrity and quality of the financial aid program is a top priority through the application of the highest quality standards and sound policies and procedures; and, third, become effective advocates for student financial aid inside and outside the institution. (JB)

ED 381 087

HE 028 225

Reference Guide. Meeting the Challenge of Student Financial Aid.

National Association of Student Financial Aid Administrators, Washington, D.C.

Pub Date—95

Contract—PM92010003

Note—38p.; For a related report, see HE 028 224. Available from—National Association of Student Financial Aid Administrators, 1920 L St., N.W., Suite 200, Washington, DC 20036-5020 (\$5, includes shipping and handling).

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Access to Education, Bibliographies, Budgets, College Administration, College Choice, Community Colleges, Consumer Protection, Economic Factors, Educational Change, Enrollment, Ethics, Federal Regulation, Fund Raising, Global Approach, Higher Education, Institutional Mission, Leadership, Loan Default, Merit Scholarships, Need Analysis (Student Financial Aid), Paying for College, Private Colleges, Public Colleges, Public Policy, State Regulation, Strategic Planning, \*Student Financial Aid, Student Loan Programs

Identifiers—Antitrust Laws, Program Review

This is a resource list designed to alert administrators of student financial aid services at institutions of higher education to resources that can assist in responding to the challenges and strategies described in a companion report. It is organized alphabetically by topic. Listings include short bibliographic data and descriptions of each citation. The topics are: antitrust issues; audits and program reviews; automation and computers; bibliographies; college costs, access, and choice; communications; reporting, and presentation; community colleges; consumerism; development and fundraising; economic perspectives; enrollment management; ethics in institutional policy; federal regulation; financial aid policies and procedures; higher education and financial aid statistics; institutional aid and tuition discounting; institutional planning and budgeting; international perspectives; leadership; management and quality control; merit scholarships; mission statement; need analysis and packaging; private institutions; professional development; public institutions; public policy analysis; research tools; staffing; strategic planning; student employment; student loan defaults; student loan indebtedness; student satisfaction; technical references; trends and the future. Contains author and subject indexes. (JB)

ED 381 088

HE 028 226

Cheung, K. C.  
Assessing Quality of Learning in Higher Education: Methods, Models and Perspectives.

Pub Date—Jul 94

Note—13p.; Paper presented at the International Conference on Assessing Quality in Higher Education (6th, Hong Kong, July 19-21, 1994).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Curriculum, \*College Instruction, \*College Outcomes Assessment, Educational Philosophy, Educational Principles, Elementary Secondary Education, Evaluation Methods, Faculty Development, Foreign Countries, Formative Evaluation, Higher Education, \*Learning Theories, \*Student Evaluation, \*Teaching Models

Identifiers—Authentic Assessment

This paper describes paradigms for research into school learning conducted at the primary/secondary and tertiary levels. Paradigms discussed include the Process-Product paradigm, the Mediating Pro-

cess paradigm, the Classroom Ecology paradigm, J. Carroll's Model of School Learning, B. Bloom's Mastery Learning model, and the multilevel causal modeling of the 1980s. At the tertiary level, status attainment models describe processes by which family status and parent education are converted into occupational status through educational attainment. An emergent trend has been witnessed in integrating assessment and instruction for quality classroom processes and learning outcomes. This trend involves changing views of educational indicators and school improvement, development of a humanistic and constructivist curriculum theory and practice, and a shift toward meaningful and authentic measurement. In order that the quality of learning in higher education can be better monitored, educators are urged to pay particular attention to the interrelationships between assessment and instruction. Specifically, students should be engaged in deep processing of learning tasks, teachers should deploy formative assessment for charting learning progress, and staff development programs should emphasize pedagogical and assessment expertise grounded in a sound theory of curriculum and guided by a viable multilevel conceptual model of learning. (Contains 39 references.) (JDD)

ED 381 089

HE 028 227

Martin, Ken

Characteristics of Attempts To Handle Indeterminate Situations—Answering Questions: University Students and University Graduates with Work Experience.

Pub Date—Apr 94

Note—13p.; Paper presented at the Annual Meeting of the American Education Research Association (New Orleans, LA, April 1994).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Cognitive Processes, College Graduates, \*College Students, Education Majors, Higher Education, Influences, \*Protocol Analysis, Questioning Techniques, \*Research Needs, Self Expression, \*Situational Tests, Work Experience

This study of the nature and characteristics of thinking examined how university students without full-time work experience and university graduates with work experience think when posed with an indeterminate situation. The focus was on such characteristics as expression tendencies, approaches to responding, thinking movements, and learning enhancers. Subjects included 26 methods-course students in a teacher certification program, 17 university graduates with 5 years of full-time work experience (typically business), and 16 university graduates with 10 years of full-time work experience. Each subject performed two thinking operations out loud during a focused interview. Salient characteristics clusters resulting from the research are listed as "rough starts" of generalizations used to highlight a relationship of the clustered characteristics. These are provided as bases for the reader's own hypotheses for further study. Samples of these characteristics include: the more full-time work experience, the more succinct the responses; and the more inductive thinking, and the more critical thinking, and the less work experience, the more probable fallacies in thinking. Examples of key idea stimulants and insights from the research are provided as an approach to trigger further hypothesis development. (JDD)

ED 381 090

HE 028 228

Pena, Deagelia M.

Factor Scores from Higher Education Finance Variables as Indicators of Salary.

Pub Date—5 Apr 94

Note—59p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 5, 1994).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Budgets, \*College Faculty, \*Educational Finance, \*Factor Analysis, Higher Education, Prediction, \*Predictor Variables, \*Regression (Statistics), Statistical Analysis, Structural Equation Models, \*Teacher Salaries, Trend Analysis

Identifiers—Integrated Postsecondary Education Data System

The multiplicity of variables describing the finan-

cial conditions of postsecondary institutions makes it difficult to assess changes in higher education finance from year to year and to find the relationship between these finance variables and average faculty salaries. This study sought to determine if a small number of factors could be derived to describe the financial conditions of postsecondary institutions in meaningful and understandable terms, and given the factors, to produce a linear model that predicts average salaries with acceptable precision. Data from the Integrated Postsecondary Education Data System (IPEDS) were manipulated using factor analysis and regression analysis procedures. Factor analysis reduced the 82 finance variables to a set of 10 factors that can describe the financial condition of postsecondary institutions with greater parsimony and measurable precision. The prediction of institutional salary averages using finance factors as predictors was found to have good implications for faculty groups. Attached to the paper are a data collection form for IPEDS, the rotated factor pattern, a list of variables with high loadings on the 10 factors, and sample budget analysis reports. (JDD)

ED 381 091 HE 028 229

Hruby, Paula Jo. *Roberts, Thomas R.*  
Mystical Experiences and Addiction Beliefs of Undergraduate and Graduate Students.

Pub Date—Oct 94

Note—21p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 12-15, 1994).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Beliefs, \*College Students, \*Drug Addiction, \*Drug Use, Graduate Students, Higher Education, \*Incidence, \*Mysticism, Religion, Student Attitudes, \*Student Experience, Undergraduate Students

Identifiers—Religious Experiences, Spiritual Experiences

This research investigated the prevalence of mystical experiences and how these experiences relate to beliefs about drug addiction, drug use, and spiritual practices. Subjects were 300 undergraduate and graduate students at a large midwestern university who filled out self-report scales on mysticism (Ralph W. Hood, Jr.'s Mysticism Scale) and drug addiction beliefs (Jeffrey A. Schaler's Addiction Beliefs Scale). The scales examined use of tobacco, alcohol, marijuana, cocaine, opium products, and other substances; religious affiliation; spiritual orientation; spiritual practices; and meaningfulness of spiritual practices. Analysis indicated that there were significant differences by university department and by focus on educational or transpersonal courses, but not by gender or year in school. A three-factor solution was produced on the Mysticism Scale, with factors being extroverted mysticism, introverted mysticism, and religious interpretation. Factor analysis of the Addiction Beliefs Scale produced factors with low or negligible reliabilities. Results revealed that mystical experiences were not uncommon experiences. Students who engaged in certain spiritual practices and experimented with and/or used certain drugs seemed to have a greater likelihood of a mystical experience. (Contains 25 references.) (JDD)

ED 381 092 HE 028 230

Young, Victoria E. Nelson, C. Van  
A Survey of the Impressions of Economics Departments of the Quantitative Courses Required of Economics Majors.

Pub Date—Oct 94

Note—14p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 12-15, 1994).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Administrator Attitudes, Algebra, Calculus, Computer Science Education, Department Heads, \*Economics Education, Elective Courses, Higher Education, Majors (Students), \*Mathematics Education, National Surveys, Private Colleges, Public Colleges, \*Required Courses, \*Satisfaction, Statistics, \*Theory Practice Relationship

A survey of chairpersons of the Departments of Economics at 47 accredited U.S. colleges and universities collected data concerning required and recommended courses, departments in which students take the courses, satisfaction with the courses, and problems in those courses where respondents indicated dissatisfaction. Results indicated that: (1) the quantitative course most often required of economics majors is statistics, with 98 percent of institutions requiring it; (2) calculus was required at almost two-thirds of institutions and linear algebra at one-fourth; (3) statistics was taught in economics departments 43 percent of the time and in mathematics departments 35 percent of the time, while calculus and linear algebra were taught in mathematics departments almost 90 percent of the time; (4) respondents were more satisfied with quantitative courses not taken in mathematics/computer science departments; (5) in private institutions, 94 percent of computer programming and 80 percent of computer tool courses were taught in mathematics/computer science departments, while in public institutions, percentages were 50 and 33 percent respectively; and (6) the most frequently cited area of dissatisfaction was the lack of theoretical applications. The paper concludes that quantitative courses should stay in the mathematics and computer science departments, and instructors from these departments should include more problems applying quantitative skills to the economics field. (JDD)

ED 381 093 HE 028 231

Hutchinson, Robert N. *And Others*  
School University Partnerships: A Status Report.

Pub Date—Nov 94

Note—20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*College School Cooperation, \*Cooperative Programs, Elementary Secondary Education, Higher Education, \*Partnerships in Education, Preservice Teacher Education, Professional Development Schools, Program Descriptions, \*Program Development, Public Colleges, State Universities, Trend Analysis, Universities

Identifiers—\*Mississippi  
This paper offers a review of the literature on university-school collaborative efforts and describes the status of such efforts in Mississippi. A K-12 task force appointed by the Mississippi Institutions of Higher Education was assigned to perform an audit of Mississippi's eight public four-year universities. These are classified into 15 categories: inservice education/faculty development/"academic alliances"; programs offering college-level instruction to pre-college students; services for minority, disadvantaged, and at-risk students; gifted and talented; preservice/training new teachers; articulation; curriculum development; research on teaching and learning; programs for administrators; adopt-a-school; consortia; coordination of collaborative activities; national writing project; tutoring programs; and miscellaneous. A table lists the number of people impacted and the amount of external funding made available to these programs. The paper concludes that the programs reported in the audit stand as testimony to the fact that gulfs can be bridged when educators from schools and colleges regard one another as equal partners having overlapping missions. The importance of communicating the existence of projects and their success is emphasized. (Contains 11 references.) (JDD)

ED 381 094 HE 028 232

Hexter, Holly  
Faculty Salaries in Perspective.

Pub Date—90

Note—10p.; Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v1 n1 1990  
Pub Type—Collected Works—Series (022)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*College Faculty, Economic Factors, Educational Trends, Higher Education, Information Sources, Private Colleges, Public Colleges, Salary Wage Differential, Tables (Data), \*Teacher Salaries, \*Trend Analysis

This research brief highlights data on faculty salaries in colleges and universities, outlines recent trends and their implications, and identifies major

sources of data on the subject. Tables provide data on average faculty salaries for 1988-89 by academic rank and institution type (public, church, independent); by gender and academic rank; and by race/ethnicity (for 1985). Figures display data on real increases in faculty salaries by rank, 1978-79 to 1988-89; change in faculty salaries by rank, 1971-72 to 1988-89; changes in faculty salaries and the Consumer Price Index, 1971-72 to 1988-89; and salary increases for selected disciplines, 1982-83 to 1988-89. Findings include: (1) faculty salaries in 1989 were about nine percent lower than in 1971-72; (2) salary gaps between men and women and among faculty in different disciplines have widened in recent years; (3) faculty shortages will result from retirement and departures of existing faculty, combined with expected surges in enrollments in the late 1990s; and (4) the pool of prospective faculty has dwindled in recent years, especially among minorities, as fewer students pursue doctoral studies. (Contains nine end notes, a list of six resources, and a bibliography of eight items.) (JDD)

ED 381 095 HE 028 233

Hexter, Holly  
Students Who Work: A Profile.

Pub Date—90

Note—8p.; Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v1 n2 1990  
Pub Type—Collected Works—Series (022)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Colleges, Educational Trends, \*Employment Patterns, Family Income, Higher Education, \*Incidence, Information Sources, Profiles, Racial Differences, \*Student Employment, Tables (Data), \*Trend Analysis, Two Year Colleges, Wages

This research brief highlights student employment trends and their implications for higher education, and identifies major sources of national data on the subject. Text and tables provide data on: (1) number and percentage of college students employed, by age range, for 1988; (2) changes in the number and percent of employed college students, from 1972 to 1988; (3) percent of students in the work force by family income, by type of institution, and by race/ethnicity; (4) hours worked per week; (5) kinds of jobs held by college students; and (6) average earnings. Data highlights include: the percentage of employed full-time students aged 16 to 24 has risen from 35 percent in 1972 to 46.5 percent in 1988; 62 percent of students of all ages are working; and full-time students who are employed are working an average of 20 hours a week. Implications of student employment are noted, including the growth of part-time study, the growth in duration of study, and lower levels of participation in college activities. Descriptions of three data resources and a bibliography of nine items are provided. (JDD)

ED 381 096 HE 028 234

Carter, Deborah J.  
Racial and Ethnic Trends in College Participation: 1976 to 1988.

Pub Date—90

Note—8p.; Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v1 n3 1990  
Pub Type—Collected Works—Series (022)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—American Indians, Asian Americans, Black Students, College Attendance, College Entrance Examinations, Colleges, Educational Trends, \*Enrollment Rate, \*Enrollment Trends, \*Ethnic Groups, Graduate Study, Higher Education, Hispanic Americans, Incidence, Professional Education, \*Racial Differences, Tables (Data), \*Trend Analysis, Two Year Colleges

This research brief discusses racial and ethnic trends in college enrollment and participation since the mid-1970s, focusing on Black, Hispanic, Asian American, and American Indian students. Data are provided in text and tables, on the following topics:

(1) potential supply of higher education students; (2) Scholastic Aptitude Test averages by race and ethnicity from 1982 to 1988; (3) total enrollment in higher education by gender, ethnic group, and institution type, from 1976 to 1986; and (4) graduate and professional school enrollment by ethnic group. Highlights of the data include: though total enrollment of these groups has increased, a smaller percentage of Black and Hispanic high school graduates were enrolled in college in 1988 than in the mid-1970s; increases in Black, Hispanic, and American Indian enrollment tended to be concentrated in two-year institutions; and from 1976 to 1986, Black males actually lost ground in college attendance by 34,000 students. Policy and research recommendations for addressing this situation focus on the need to improve the academic skills of school-age children and to develop comprehensive approaches in higher education to reverse the declining participation of underrepresented groups. (Contains four end notes, three data resources, and nine references.) (JDD)

ED 381 097

HE 028 235

Ottinger, Cecilia

**College Graduates in the Labor Market: Today and the Future.**

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

Pub Date—90

Note—10p.

Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v1 n5 1990

Pub Type—Collected Works - Serials (022) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Graduates, Economic Factors, Educational Attainment, \*Employment Patterns, Employment Projections, Employment Statistics, Higher Education, Income, \*Labor Force, \*Labor Market, Minority Groups, Tables (Data), \*Trend Analysis, Unemployment

This research brief reviews recent and projected trends in the economy and the implications of those trends for the college-educated population in the labor market. Tables provide data on: (1) labor force participation rate by educational attainment and race, for 1978 and 1988; (2) unemployment rate by educational attainment and race, for 1978 and 1988; (3) median income for men and women by age and educational attainment; (4) projected percent change in employment by occupational categories; and (5) percent distribution of the civilian labor force by sex and race for 1976, 1988, and 2000 (projected). Data indicate that the percentage of college graduates in the labor force increased from 1978 to 1988; that college graduates have higher labor force participation rates, have lower unemployment rates, and earn more; and that the hiring of college graduates is expected to increase as an increased percentage of the jobs of the future require a postsecondary education. Policy implications are considered, such as increased demand for postsecondary education as the labor market requires higher levels of education and skills, colleges' need to address higher cognitive learning skills, and the role of higher education in increasing minority access to college. The research brief concludes with 3 data resources, a bibliography of 11 items, and 3 end notes. (JDD)

ED 381 098

HE 028 236

Hess, Jennifer. And Others

**A Decade of Change: The Status of U.S. Women Doctors, 1978-88.**

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

Pub Date—90

Note—10p.

Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v1 n6 1990

Pub Type—Collected Works - Serials (022) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Doctoral Degrees, Employed Women, \*Employment Patterns, Ethnic Groups, \*Females, Graduate Study, Higher Education, Incidence, Tables (Data), \*Trend Analysis, Women Faculty

Identifiers—\*Time to Degree

RIE AUG 1988

Using data from the National Research Council's "Survey of Earned Doctorates," this research brief examines the status of women doctorates from 1978 to 1988. Text, tables, and figures present data on: (1) number and percent of women doctorates by field; (2) trends according to race, ethnicity, and sex; (3) time to degree; (4) postgraduation employment of women doctorates; and (5) employment sector commitments and primary activities of women and men doctorates. The data reveal that the proportion of doctorates awarded to women has increased substantially from 1978 to 1988. More women are earning degrees in technical fields, but degrees awarded in education, social sciences, and humanities account for two-thirds of all degrees awarded to women. The number of minority women earning doctorates has increased dramatically while the number of minority men receiving Ph.D.'s has declined. Women Ph.D.'s are more likely to enter academe after graduation than men are. Policy recommendations are offered for encouraging women to pursue doctorates in traditionally male-dominated fields and for helping academe face increased competition from other sectors for doctorates. Nine end notes, a bibliography of eight items, and a note about the data resource are provided. (JDD)

ED 381 099

HE 028 237

Andersen, Charles J.

**Enrollment by Age: Distinguishing the Numbers from the Rates.**

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

Pub Date—90

Note—10p.

Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v1 n7 1990

Pub Type—Collected Works - Serials (022) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Education, \*Adult Students, \*Age Differences, College Students, Enrollment, \*Enrollment Projections, Enrollment Rate, \*Enrollment Trends, Higher Education, Incidence, Nontraditional Students, Tables (Data), \*Trend Analysis

Older students (those beyond the age of 24) represented nearly 40 percent of all college and university enrollment in 1988, compared with 33 percent in 1974. Two sets of projections are suggested to show that, by 1995, the share of older students may increase somewhat, but students in the "traditional" age range (less than 25 years old) will still be in the majority. The projections examine changes since 1974 in the number of those over 24 years of age in the population and the number enrolled in higher education, and the rate at which they have enrolled in college. One set of projections is based on the assumption that enrollment rates for the major age-groups would stay constant at 1988 levels, and the other set of projections is based on the assumption that enrollment rates would continue the same trend observed over the last 7 years, with increased participation in some age groups and stagnation or decline in others. In both projections, older students continue to be a major presence in higher education, while traditional age-group students continue to be in the majority. Policy implications are discussed. The research brief provides three end notes and notes about five data resources. (JDD)

ED 381 100

HE 028 238

Hexter, Holly. Lippincott, Joan K.

**Campus and Student Assessment.**

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

Pub Date—90

Note—11p.

Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v1 n8 1990

Pub Type—Collected Works - Serials (022) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrator Attitudes, College Administration, \*College Outcomes Assessment, College Students, Compliance (Legal), \*Educational Policy, \*Educational Practices, Evaluation Methods, Evaluation Utilization, Higher Education, Student Development, \*Student Evaluation

This research brief highlights data from surveys of college administrators on the status of assessment policies and practices. The surveys addressed approaches to assessment, external mandates prompting assessment activity, skills or outcomes that are being assessed, assessment methods and procedures, and use of assessment results. The surveys found that about 80 percent of colleges report that they are conducting some form of student assessment. Fewer than 20 percent of large research universities assess growth in academic skills or personal development. Assessment mostly takes the form of measuring basic college-level skills and higher-order writing skills. For the future, colleges expect to give more attention to critical thinking, problem solving skills, and long-term outcomes. Colleges are using assessment results for curriculum planning and program evaluation more often than for reports to external constituencies. Implications of the survey findings are discussed. A table compares 1988 and 1990 responses to surveys on assessment. Contains 5 reference notes, 3 data resources, and 12 references. (JDD)

ED 381 101

HE 028 239

Andersen, Charles J.

**Academics Bargaining Collectively: Some ABCs.**

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

Pub Date—91

Note—14p.

Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v2 n2 1991

Pub Type—Collected Works - Serials (022) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Collective Bargaining, \*College Faculty, Economic Factors, \*Faculty College Relationship, Higher Education, \*Incidence, \*Negotiation Agreements, Participant Satisfaction, Private Colleges, Public Colleges, Tables (Data), Two Year Colleges

This research brief presents data concerning collective bargaining in higher education, to indicate how much collective bargaining activity is taking place, where it is, and who the principal participants are. Information is presented on how many faculty members are represented by collective bargaining agreements; the primary organizations involved (American Association of University Professors, American Federation of Teachers, and National Education Association); collective bargaining at public institutions compared to independent institutions and four-year compared to two-year institutions; geographic concentration; satisfaction with collective bargaining; and collective bargaining and the economy. Charts and figures show number of bargaining agents and agreements from 1975 to 1989; number of collective bargaining agents by state; number of agreements, by organization and control of institution, and by organization and type of institution; and faculty represented, by bargaining agent and type of institution. Implications of the findings are discussed. Contains four end notes, seven data resources, and six references. (JDD)

ED 381 102

HE 028 240

Ottinger, Cecilia

**College Going, Persistence, and Completion Patterns in Higher Education: What Do We Know?**

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

Pub Date—91

Note—14p.

Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v2 n3 1991

Pub Type—Collected Works - Serials (022) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Ability, Academic Persistence, Attendance, College Graduates, College Programs, College Students, \*Dropout Rate, Ethnic Groups, \*Graduation, Higher Education, High School Graduates, Low Income Groups, National Surveys, Nontraditional Students, School Holding Power, Socioeconomic Status, \*Stopouts, Tables (Data), \*Withdrawal (Education)

Identifiers—Tennessee

This research brief reviews and analyzes national

data on college going, persistence, and graduation. It compares characteristics of students who enter college immediately after high school graduation with other types of postsecondary entrants, considers traditional versus nontraditional paths of college going, and examines college persistence and leavers. Data are analyzed by socioeconomic status, race/ethnicity, and ability quartile. Data highlights include: (1) the majority of 1980 high school graduates who enrolled in postsecondary education did not enter in the traditional pattern; (2) 1980 high school seniors of high ability but low socioeconomic means were not as likely to attain a bachelor's degree as were their counterparts from higher income families; (3) African Americans and Hispanics were less likely to persist for 4 years in college or to earn a bachelor's degree; and (4) half of the 1980 high school graduates who started college on track "stopped out" of college at some point in their educational experience. Statewide retention data for Tennessee are analyzed to identify similarities between national-level and state-level data. Three brief institutional case studies illustrate elements of successful retention programs. Implications of the data are examined, focusing on improving access and retention for minorities, low-income, and non-traditional students. (Contains 16 references.) (JDD)

ED 381 103 HE 028 241

*Escueta, Eugenia O'Brien, Eileen*  
Asian Americans in Higher Education: Trends and Issues.

American Council on Education, Washington, D.C.  
Div. of Policy Analysis and Research.  
Pub Date—91  
Note—14p.

Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v2 n4 1991  
Pub Type—Collected Works - Serials (022) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Asian Americans, \*Attendance, College Faculty, College Students, \*Degrees (Academic), Educational Attainment, Educational Trends, \*Enrollment Trends, Ethnic Groups, Graduation, \*Higher Education, Population Trends, Tables (Data), Tenure, \*Trend Analysis  
Identifiers—Asian American Students

This research brief reviews trends in Asian-American population and higher education participation. It determines the status of Asian-American students and faculty compared with other ethnic groups and identifies issues and problems connected with Asian Americans in academe. Data specifically include: composition of the Asian American population, educational attainment of Asian Americans, preparation for college, enrollment trends, degrees conferred and fields of study, doctoral program participation, Asian American faculty and staff in higher education, and tenure status and tenure rates for faculty by gender and race/ethnicity. Highlights of the data include: (1) only 22 percent of the Hmong population and 43 percent of Cambodians finished high school, compared with more than 80 percent of Asian Indian, Japanese, Indonesian, and Pakistani individuals; (2) representation of Asian Americans in higher education grew from two percent in 1976 to four percent in 1988; (3) most Asian-American students attend public institutions; and (4) from 1979 to 1989 the number of bachelor's degrees conferred to Asian Americans more than doubled and the number of master's degrees earned by Asian Americans nearly doubled. Contains 10 end notes, information about 3 data resources, and 15 references. (JDD)

ED 381 104 HE 028 242

*El-Khawar, Elaine*  
Senior Faculty in Academia: Active, Committed to the Teaching Role.

American Council on Education, Washington, D.C.  
Div. of Policy Analysis and Research.  
Pub Date—91  
Note—14p.

Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v2 n5 1991  
Pub Type—Collected Works - Serials (022) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Rank (Professional), \*Aging in Academia, \*College Faculty, Colleges, Faculty Publishing, Full Time Faculty, Higher Education, Job Satisfaction, \*Middle Aged Adults, Productivity, \*Profiles, Tables (Data), Teacher Attitudes, \*Teacher Characteristics, Teaching (Occupation), Tenure, Two Year Colleges, Work Attitudes, Young Old Adults

This research brief offers a profile of full-time college and university faculty who are 50 years of age or older, paying particular attention to their teaching activities and attitudes toward teaching. Data are presented on: the proportion of the professoriate that are senior faculty; changes in the age profile of college faculty between 1973 and 1989; composition by gender, race, and academic rank; career milestones such as tenure and publication activity; regular activities of senior faculty; differences in activities of faculty at two-year and four-year institutions; attitudes toward teaching and research; satisfaction with their work; and plans for the future. The profile suggests that today's faculty include large numbers of older faculty, most of whom have been at the same institution for 20 or more years. Most senior faculty are productive, contributing members of the academic professions, who are particularly active and interested in teaching undergraduates. Senior faculty are predominantly white and male and are likely to continue in their positions for another decade or two. Implications of the data are outlined. Contains 4 end notes, descriptions of 4 data sources, and 17 references. (JDD)

ED 381 105 HE 028 243

*Andersen, Charles J.*

Endowments: How Big and Where.

American Council on Education, Washington, D.C.  
Div. of Policy Analysis and Research.  
Pub Date—91

Note—10p.  
Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v2 n6 1991  
Pub Type—Collected Works - Serials (022) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Finance, \*Endowment Funds, Higher Education, \*Income, \*Private Colleges, \*Public Colleges, School Funds, Tables (Data), \*Trend Analysis, Universities

This research brief provides summary data on the size of endowments of U.S. colleges and universities. It notes the estimated market value of endowments, examines their growth from 1977 to 1987, contrasts data from independent institutions to those from public colleges and universities, indicates the heavy concentration of endowment in a relatively limited number of institutions, and notes the per student value of endowments and their contribution to current institutional revenues. Highlights reveal that: (1) the estimated market value of endowments at U.S. colleges and universities totaled \$58.2 billion at the end of fiscal year 1987, with 82 percent of funds held by independent colleges and universities; (2) endowment per full-time-equivalent student increased by nearly 73 percent in constant dollars between 1977 and 1987; (3) annual endowment earnings (in constant dollars) that were contributed to institutions' current operating revenues increased from 1977-87 by about two-thirds; and (4) endowment earnings currently represent about half of 1 percent of current funds revenues in the public sector and 5.2 percent in the independent sector. The brief concludes that, nationally, endowment income cannot be looked upon as a major source of funding. Contains 4 end notes, descriptions of 8 data sources, and 10 references. (JDD)

ED 381 106 HE 028 244

*Ottinger, Cecilia A.*

The Higher Education Enterprise.

American Council on Education, Washington, D.C.  
Div. of Policy Analysis and Research.  
Pub Date—91  
Note—10p.

Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v2 n8 1991  
Pub Type—Collected Works - Serials (022) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Economic Impact, Employers, Employment Patterns, \*Higher Education, Intellectual Development, \*Labor Force Development, Professional Education, \*Role of Education, Tables (Data), \*Trend Analysis

Higher education not only contributes to the development of the human resources and intellectual betterment of the nation but is also a major economic enterprise. This research brief reviews and highlights data on the size and growth of higher education and illustrates how higher education institutions are preparing the future labor force. It examines higher education as a major employer; its training of professional talent in terms of associate degrees, certificates and awards, bachelor's degrees, first professional degrees, and doctoral degrees; the return on investment in college in terms of earnings and unemployment; the role of higher education in retooling the workforce; and higher education as a producer of technological and scientific knowledge. Findings include: (1) from 1980 to 1990, overall enrollment in higher education increased 15 percent, with higher increases for enrollment of students age 25 and older; (2) college graduates experience a competitive advantage in the labor market, with higher earnings and less unemployment; (3) higher education employed 2.5 million people in 1989; and (4) the number of doctoral degrees awarded has been increasing annually, but most of the gains have been due to increases in non-U.S. citizens receiving doctorates. The research brief explores implications of these trends. Contains 3 data resources and 12 references. (JDD)

ED 381 107 HE 028 245

*O'Brien, Eileen M.*

Master's Degree Students and Recipients: A Profile.

American Council on Education, Washington, D.C.  
Div. of Policy Analysis and Research.  
Pub Date—92

Note—14p.  
Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v3 n1 1992  
Pub Type—Collected Works - Serials (022) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economic Impact, Employment, Ethnic Groups, Full Time Students, \*Graduate Students, Graduate Study, Higher Education, \*Masters Degrees, Masters Programs, Part Time Students, Private Colleges, Public Colleges, \*Student Characteristics, Student Financial Aid, Tables (Data), \*Trend Analysis

This research brief summarizes data available on master's degree students and recipients, including data on characteristics of master's degree students; financial support for master's students; growth in number of master's degrees awarded; number of master's degrees earned by gender and by race/ethnicity; the most popular fields, by gender, race/ethnicity, and citizenship; and economic value of a master's degree. The data indicate that, in 1989-90, more than half of master's degree students were women, most were white, more than half were age 30 or older, more than two-thirds were enrolled part time, and the majority was enrolled at public institutions. Only two-fifths of master's level students received some type of financial aid. In 1990, the number of master's degrees awarded surpassed the 1960 number by more than four times. A substantial portion of the tremendous growth is traced to increases in practice-oriented or career-oriented fields. Recent gains are primarily due to increases in the number of foreign students earning master's degrees. Earning a master's degree has a definite economic payoff. The paper concludes with 8 end notes, descriptions of several data resources, and a bibliography of 16 items. (JDD)

ED 381 108 HE 028 246

*Ottinger, Cecilia A.*

Economic Trends and Higher Education.

American Council on Education, Washington, D.C.  
Div. of Policy Analysis and Research.  
Pub Date—92  
Note—14p.

Available from—Publications, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036 (single copy, \$10; annual subscription, \$58; 10 percent member discount).

Journal Cit—Research Briefs; v3 n2 1992  
Pub Type—Collected Works - Serials (022) — Numerical/Quantitative Data (110)

merical/Quantitative Data (110)  
**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—Economic Change, \*Economic Factors, Educational Trends, Federal Aid, Futures (of Society), \*Higher Education, \*Labor Market, \*Paying for College, Socioeconomic Influences, State Aid, Tables (Data), \*Trend Analysis

This research brief highlights current and projected economic trends that affect higher education and discusses some of their implications. The brief is organized into three sections: (1) national economic conditions affecting higher education, which presents data on gross national product, inflation, the Higher Education Price Index, the federal budget, and federal and state appropriations for postsecondary education; (2) the ability to pay for college, which presents data on student financial aid, family income, and disposable income and savings; and (3) future labor market trends, which presents data on participation in the labor force, and labor market shares of women and minorities. Analysis of these trends implies that the future will be marked by the opportunity for growth coupled with fiscal constraints. The brief concludes with descriptions of five data resources and a bibliography of 20 items. (JDD)

**ED 381 109** HE 028 279

Blanchette, Cornelia M.

Department of Education Information on Consolidation Opportunities and Student Aid. Testimony before the Subcommittee on Human Resources and the Intergovernmental Relations Committee on Government Reform and Oversight, House of Representatives. Statement of Cornelia M. Blanchette, Associate Director, Education and Employment Issues, Health, Education, and Human Services Division.

General Accounting Office, Washington, DC. Health, Education, and Human Services Div. Report No.—GAO/T-HEHS-95-130

Pub Date—6 Apr 95

Note—45p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free, additional copies, \$2; 100 or more copies, 25% discount).

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—Accreditation (Institutions), Cost Effectiveness, Economic Factors, Eligibility, \*Federal Programs, Financial Exigency, Financial Problems, Government School Relationship, Higher Education, \*Program Termination, \*Student Financial Aid, Student Loan Programs

Identifiers—Clinton Administration, \*Department of Education, Direct Lending, Reform Efforts, State Postsecondary Review Entities

This report evaluates Department of Education opportunities to consolidate overlapping education programs, to find cost savings, and to strengthen its "gatekeeping" over schools' participation in student financial aid programs. It notes that, besides already proposed program consolidation, other programs that could be streamlined include vocational rehabilitation programs and small, specifically targeted postsecondary programs. Other programs administered by federal agencies that may overlap with Department programs might also be examined. Regarding cost savings, the Department's proposed budget includes initiatives to realize \$12 billion savings and an estimated \$4.1 billion saved by fully implementing direct lending by 1997-98. The report finds that even if that \$4.1 billion in savings is overstated, substantial cost reduction potential still exists. Department efforts to improve gatekeeping and prevent fraud and waste include two new types of program reviews, a standard survey review and a concentrated team review. The Department also plans a 23-week training program for new reviewers and refresher training for existing personnel; provisional certification of schools; State Postsecondary Review Entities; and modified accrediting organization requirements. Questions are raised about coordinated delivery of services at the local level and about implementation of direct lending and its sensitivity to future macroeconomic conditions. Appendixes contain four tables. (Contains 22 references.) (JB)

**ED 381 110** HE 028 280

Barrett, Samuel F. And Others

Enrollment in Higher Education: Fall 1984 through Fall 1993. E.D. TABS.

National Center for Education Statistics (ED),

RIE AUG 1995

Washington, DC.

Report No.—NCES-95-238

Pub Date—Apr 95

Note—32p.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Students, Community Colleges, Enrollment, \*Enrollment Trends, Full Time Students, Higher Education, Minority Groups, National Surveys, Part Time Students, Private Colleges, Public Colleges, Sex Differences, Student Characteristics, Tables (Data), Trend Analysis, Whites

Identifiers—Higher Education General Information Survey, Integrated Postsecondary Education Data System

This publication presents detailed data on student enrollment at institutions of higher education from Fall 1984 to Fall 1993 in 24 tables (though most tables include data from 1991 through 1993 only). The data are from the Higher Education General Information Survey (HEGIS) and the Integrated Postsecondary Education Data System (IPEDS). The data reported here pertain only to accredited institutions. Highlights of the data include: (1) in 1993 1.2 percent fewer students enrolled than in 1992, the first decline in total enrollment since 1984 and due entirely to a 3 percent decrease in the number of white, non-Hispanic undergraduate students; (2) the decrease in white student enrollment was offset by increases in enrollments among all other racial/ethnic groups as well as by non-resident aliens; (3) numbers of minority students enrolled increased in public institutions by 2.6 percent; (4) the enrollment of both men and women declined with the number of men decreasing at a slightly higher rate than that of women; (5) full-time enrollment decreased by less than one-half of 1 percent while part-time enrollment decreased by more than 2.3 percent; and (6) most of the enrollment declines were in 2-year institutions which is reasonable since the number of part-time students declined and 57 percent of all part-time students attend 2-year schools. The tables present the data broken down by various combinations of the following factors: control of institution, level of institution, race/ethnicity, sex, and full-time vs. part-time enrollment. (JB)

**ED 381 111** HE 028 281

Kedney, Bob Davies, Trevor

Cost Reduction and Value of Money.

Staff Coll., Bristol (England).

Report No.—ISSN-0305-8441

Pub Date—95

Note—88p.

Available from—The Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG, England, United Kingdom (9.50 British pounds).

Journal Cit—Coombe Lodge Report; v24 n6 1995

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Administrative Change, Budgeting, Budgets, Change Agents, \*Change Strategies, \*College Administration, \*Costs, Educational Finance, Environmental Scanning, Expenditures, \*Finance Reform, Financial Needs, Financial Problems, Fiscal Capacity, Foreign Countries, Higher Education, Organizational Change, Planning, Retrenchment, School Accounting, Strategic Planning

Identifiers—\*United Kingdom

This report is designed to assist newly independent colleges in the United Kingdom to examine expenditures objectively and critically in order to promote the most effective use of all funds and resources. Chapter 1 looks at: the rationale for cost reduction; the importance of scanning the operating environment as part of developing an overall strategy; traditional approaches to resource management; cost citing versus cost reduction; total absorption, marginal, and opportunity costing; and the management of expenditure. Chapter 2 describes a six stage approach to savings involving project initiation, activity analysis, option assessment, option selection, consultation and negotiation, and implementation. Chapter 3 examines opportunity analysis and selection and uses an example to illustrate cost cutting in the context of careful examination of resources and priorities and the development of a management approach that identifies key tasks, key players, and critical benchmarks. Chapter 4 discusses ways to manage an institution that facilitates and sustains the type of economic change described here. An appendix contains a checklist for evaluating cost reduction processes and options. (Contains 39 references.) (JB)

**ED 381 112** HE 028 282

Flint, Colin, Ed. Austin, Michael, Ed.

Going Further: Essays in Further Education.

Association for Colleges (England); Staff Coll., Bristol (England).

Report No.—ISBN-0-907659-87-X

Pub Date—94

Note—148p.

Available from—The Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG, England, United Kingdom (11.50 British pounds).

Pub Type—Collected Works - General (020) — Books (010)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—College Credits, College Role, Community Colleges, Educational Change, Educational Quality, Equal Education, Foreign Countries, \*Higher Education, Human Resources, Role of Education, Rural Schools, School Business Relationship, Student Rights, Urban Schools, Urban Universities

Identifiers—\*Great Britain, \*Reform Efforts, Scotland

This volume contains 16 essays on Further Education (FE) in the context of its changing status and role in the educational and economic life of Great Britain. The essays are grouped around four main themes: (1) FE and mission; (2) managerial responsibilities; (3) context; and (4) diversity. The essays are: "FE Makes Itself Indispensable" (Tony Robinson); "FE-All Dressed Up, but Does It Know Where To Go?" (Chris Hughes); "Quality-Beyond Systems" (David Toeman); "A Taste of Conspiration—Looking Back at Entitlement" (Ruth Silver and Adrian Perry); "Towards a Credit Culture in Further Education" (Peter Wilson); "Devising a New Funding Methodology for Further Education—The Funding Learning Approach" (Richard Gorringer); "Colleges and Companies" (Andrea Spurling); "Equal Opportunities and Further Education" (Keith Wymer); "The American Community College and Its Links with Industry" (Patsy Fulton); "Urban Colleges—Success against All Odds" (Annette Zera); "Rural Colleges" (Bill Bleazard); "A New Era for Scottish Colleges" (Michael Taylor); "Human Resource Strategies in the New FE" (Kate Anderson); "Incorporation and the Sixth Form Colleges" (Geoff Higgins); and "Conclusions" (Michael Austin). An appendix provides a key to acronyms. Includes an index. Many papers contain references. (JB)

**ED 381 113** HE 028 283

Betts, Andrew

A Focus for Human Resource Management in

Further Education. Mendip Papers, MP 069.

Staff Coll., Bristol (England).

Pub Date—94

Note—25p.

Available from—The Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG, England, United Kingdom (3.50 British pounds).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrative Change, \*Administrator Attitudes, \*Administrator Role, \*College Administration, Colleges, Foreign Countries, Higher Education, Organizational Change, Rural Schools, Urban Schools

Identifiers—\*United Kingdom

A study was done to explore the role of senior and middle managers in British Further Education (FE) about a year after these institutions had been incorporated and gained their independence from local funding authorities. The research examined administrator attitudes at a large broadly based urban college providing a wide range of educational and training opportunities and at a smaller, more rural college with a typical range of courses and in the process of developing a center for performing arts. Comparison of the views of senior and middle managers revealed a mixture of different perceptions, opinions and attitudes as well as different institutional responses to change under the new conditions. A critical area of change identified was that senior managers are now responsible for understanding and shaping the organizational culture. The analysis also found that institutions are being challenged to become "thinking organizations" where innovation is supported. Further the data suggest that the challenge may be to release managers from functionalism, to open up the strategic dimension of each manager's work and encourage new ideas about the future. A diagram of the McKinsey framework used in the data analysis is

# 100 Document Resumes

included. (Contains 28 references.) (JB)

**ED 381 114** HE 028 284

*Sallis, Edward*  
**A Framework for Quality Management. Mendip Papers, MP 070.**  
 Staff Coll., Bristol (England).  
 Pub Date—94.  
 Note—27p.

Available from—The Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG, United Kingdom (5.00 pounds).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrative Change, Administrator Role, \*College Administration, \*Colleges, \*Educational Quality, Foreign Countries, Group Structure, Higher Education, Models, \*Organizational Change, Organizational Development, Power Structure, Self Evaluation (Groups), \*Total Quality Management

Identifiers—European Quality Award, \*United Kingdom

This paper outlines a framework for analyzing existing quality initiatives and for planning and implementing new ones particularly designed for colleges in Great Britain in their new status as independent, incorporated entities. It is designed to assist colleges in managing quality and in using quality management as a means of institutional development. The framework's starting premise is that each institution must find its own route to quality and that externally prescribed approaches are usually the least effective. Following a discussion of the purpose of a quality framework and of the difference between procedural and transformational notions of quality, the following framework components are listed: (1) leadership and strategy, (2) teamwork, (3) customer requirements, and (4) systems and procedures. Each of these is then discussed in detail with the use of a diagram that shows the relations between different elements and specific types of tasks. A section on evaluation looks at immediate, short-term and long-term evaluation. An exploration of the management of quality compares a quality college with a college managed along traditional lines and describes the quality college as having a flatter structure with strong, integrating horizontal links. A conclusion reviews linking the framework in this paper with the European Quality Award. (Contains 24 references.) (JB)

**ED 381 115** HE 028 285

*Howe, Richard D. And Others*  
**Salary-Trend Studies of Faculty for the Years 1990-91 and 1993-94 in the Following Academic Disciplines/Major Fields: Accounting...Foreign Languages and Literature.**

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.  
 Pub Date—[94]

Note—339p.; For other disciplines, see HE 028 286; for earlier salary trends, see ED 362 131-132.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—Academic Rank (Professional), Accounting, Anthropology, Biology, Business Education, Chemistry, \*College Faculty, Communications, Comparative Analysis, Computer Science, Counseling Services, Departments, Economics, Education, Engineering Technology, Geography, Geology, Higher Education, History, \*Intellectual Disciplines, Interdisciplinary Approach, Literature, Public Colleges, Second Languages, \*Teacher Salaries, Theater Arts, Trend Analysis

This volume provides comparative data for faculty salaries in public and private colleges and universities, based on two surveys of institutions conducted in 1990-91 and 1993-94 respectively. Data in this report are from the 306 institutions that provided data for both years. Data are provided for the following disciplines: Accounting; Administrative Assistant/Secretarial Science; Anthropology; Area, Ethnic, and Cultural Studies; Biological Sciences/Life Sciences; Business Administration and Management; Business Management and Administrative Services; Business/Managerial Economics; Business Marketing and Marketing Management; Chemistry; Communications; Communication Technologies; Computer and Information Sciences; Counselor Education/Student Counseling and Guidance Services; Drama/Theater Arts; Economics; Education; Engineering; Engineering-Related Technologies; English Language and Literature/Letters; and Foreign Languages and Literatures. In

addition to listing the average salaries in the 21 individual academic disciplines/major fields for both public and private participating institutions by faculty rank, comparisons are made in each of the disciplines between the two public surveys and the two private surveys for each of the two study years and with the Consumer Price Index of changes in cost-of-living. Appendixes list all disciplines and participating institutions. (JB)

**ED 381 116** HE 028 286

*Howe, Richard D. And Others*  
**Salary-Trend Studies of Faculty for the Years 1990-91 and 1993-94 in the Following Academic Disciplines/Major Fields: Geography...Visual and Performing Arts.**

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.  
 Pub Date—[94]

Note—340p.; For other disciplines, see HE 028 285; for earlier salary trends, see ED 362 131-132.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—Academic Rank (Professional), Audiology, \*College Faculty, Comparative Analysis, Departments, Geology, Higher Education, History, Home Economics, \*Intellectual Disciplines, Interdisciplinary Approach, Library Science, Mathematics, Music, Nursing, Philosophy, Physical Sciences, Physics, Political Science, Psychology, Reading, Religion, Social Sciences, Sociology, Speech Language Pathology, Teacher Education, \*Teacher Salaries, Theater Arts, Trend Analysis

Identifiers—Protective Services

This volume contains comparative data for faculty salaries in public and private colleges and universities based on two surveys of institutions conducted in 1990-91 and 1993-94 respectively. Data in this report are from 306 institutions that provided data for both years. Data are provided for the following disciplines: Geography; Geology; History; Home Economics; Library Science; Mathematics; Multi/Interdisciplinary Studies; Music; Nursing (Registered Nurse Training); Philosophy and Religion; Physical Sciences; Physics; Political Science; Protective Services; Psychology; Reading Teacher Education; Sociology; Special Education; Speech Pathology and Audiology; Teacher Education; and Visual and Performing Arts. In addition to listing the average salaries in the 21 individual academic disciplines/major field for both public and private participating institutions by rank, comparisons are made in each of the disciplines between the two public surveys and the two private surveys for each of the two study years and with the Consumer Price Index of changes in cost-of-living. Appendixes list all disciplines and participating institutions. (JB)

**ED 381 117** HE 028 287

*Seldin, Peter And Others*  
**Improving College Teaching.**  
 Report No.—ISBN-1-882982-08-8  
 Pub Date—95

Note—274p.

Available from—Anker Publishing Co., Inc., 176 Ballville Rd., P.O. Box 249, Bolton, MA 01740-0249 (\$32.95).

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Administrator Role, Adult Students, College Faculty, \*College Instruction, Community Colleges, Department Heads, Distance Education, \*Educational Quality, Higher Education, Instructional Development, \*Instructional Improvement, Mentors, Nontraditional Education, Organizational Climate, Peer Evaluation, Portfolios (Background Materials), \*Teacher Effectiveness, Teacher Evaluation, Teacher Improvement

Identifiers—Diversity (Student)

This volume contains 20 papers providing practical, ready-to-use, research-based information to foster effective college teaching. Four sections group the papers under the following topics: (1) key influences on teaching quality; (2) programs to improve teaching; (3) strategies for teaching improvement; and (4) approaches to nontraditional teaching. The titles are: "Improving College Teaching" (Peter Seldin); "Using Campus Culture to Foster Improved Teaching" (Robert A. Armour); "Quality Teaching: What Role for Administrators?" (Irene W. D. Hecht); "Faculty Motivation for Teaching" (Ann E. Austin and Roger G. Baldwin); "Creating a Culture of Commitment as a Foundation for Teaching Effectiveness" (Joseph M. Pastore, Jr.); "TA Training:

Making a Difference in Undergraduate Education" (Beverly Black); "Fitting Programs to Institutional Cultures: The Founding and Evolution of the University Teaching Center" (Susan A. Ambrose); "Low-Cost or No-Cost Instructional Development Activities" (Ronald D. Simpson and William K. Jackson); "Capitalizing on Diversity in the Classroom" (Judy A. Greene); "Instructional Development in Community Colleges" (Emily C. Wadsworth); "How Mentoring Programs Can Improve Teaching" (Mary Deane Sorcinelli); "Enhancing Teaching Through Peer Classroom Observations" (Barbara J. Millis and Barbara B. Kaplan); "The Department Chair's Role in Improving Teaching" (Walter H. Gmelch); "Using Teaching Portfolio Strategies to Improve Course Instruction" (John Zubizarreta); "Student Portfolios: Their Objectives, Development, and Use" (Linda Annis and Carolee Jones); "Evaluating Your Own Teaching" (L. Dee Fink); "Faculty Collaboration in Teaching" (Roger G. Baldwin and Ann E. Austin); "Distance Education: The Emergence of America's Virtual University" (Raoul A. Arreola); "Teaching Adult Learners" (Kathleen Wagschal and Peter H. Wagschal); "Summary and Recommendations for Improving College Teaching" (Peter Seldin). An index is included. Most papers contain references. (JB)

**ED 381 118** HE 028 288

*Lutsker, Marilyn*  
**Multiculturalism in the College Curriculum: A Handbook of Strategies and Resources for Faculty. The Greenwood Educators' Reference Collection.**

Report No.—ISBN-0-313-28918-2; ISSN-1056-2192

Pub Date—95

Note—160p.

Available from—Greenwood Press, 88 Post Road West, Westport, CT 06881 (\$49.95).

Pub Type—Guides - Non-Classroom (055) — Reference Materials (130)

**Document Not Available from EDRS.**

Descriptors—Classroom Techniques, \*College Curriculum, College Faculty, \*College Instruction, Educational Resources, Educational Strategies, Higher Education, \*Multicultural Education, Online Catalogs, Student Behavior, Student Projects, Teacher Student Relationship

Identifiers—Library of Congress Subject Headings, Multicultural Materials

This book is a guide to incorporating multiculturalism in college curricula and offers practical pointers and strategies as well as a collection of useful references. Part 1 contains specific, practical ideas designed to be useful to instructors in all disciplines. Chapter 1 examines objectives and priorities, the structuring of syllabi, and the use of appropriate language. Chapter 2 enumerates and discusses specific classroom strategies. Chapter 3 addresses the selection of topics for diversity-related student projects and methods of structuring those projects. Chapter 4 describes several specific formats for reporting student-research, reading, and thinking. Chapter 5 considers possible problems which might arise when introducing this material. Part 2 is devoted to information resources and research strategies that can assist the instructor in broadening the curriculum and in devising student projects. Chapter 6 provides an annotated list of sources, ranging from encyclopedias to archives. Chapter 7 discusses Library of Congress subject headings and efficient use of an online catalog. Appendixes contain sample media analysis worksheets, sample library research worksheets, and a selected list of small publishers and distributors of multicultural books. Author, title, and subject indexes complete the book. (Contains 93 references.) (JB)

**ED 381 119** HE 028 289

*Klein, Henry*  
**College in Your Future. 140 Questions and Answers about Getting In-Staying In.**

Report No.—ISBN-1-880774-08-9  
 Pub Date—95

Note—164p.

Available from—Garrett Park Press, P.O. Box 1908, Garrett Park, MD 20896 (\$12.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—\*Academic Aspiration, Academic Persistence, College Admission, College Applicants, \*College Attendance, College Bound Students, College Choice, College Entrance

Examinations, College Housing, College Instruction, \*College Preparation, College Students, Dormitories, Education Work Relationship, Group Experience, Higher Education, School Visitation, Social Life, \*Student Adjustment, Student College Relationship

This book uses a question and answer format to provide students with practical advice on getting into college and succeeding there. Chapter 1 addresses planning for college and covers test scores, grades, test taking pointers, financial aid, and test preparation centers. Chapter 2 offers suggestions for finding the right kind of college and considers the advantages of various institutional characteristics, college fairs, home study, the marks of a "good" college, college materials, early admissions and the decision process. This chapter contains a college planning timetable. Chapter 3 gives guidance on completing admissions applications and essays. In addition, it also covers financial needs, application fees, explaining low test scores, how essays are evaluated, and recommendation letters. Chapter 4 discusses the campus visit and admission interview including what to expect and how to get the most out of the campus visit. Chapter 5 considers how to cope with rejection from a college. Chapter 6 suggests ways to prepare for college life after acceptance including freshman orientation, homesickness, and other aspects of the initial college experience. Chapter 7 tackles actual college learning and instruction including course selection, college study, cheating, supplies, taking notes and other pointers. Chapter 8 explores issues of dormitory life. Chapter 9 examines other concerns to keep in mind as the student plans to complete college and move into the workplace. (Contains 44 references.) (JB)

ED 381 120

HE 028 290

Howe, Fisher

**The Board Member's Guide to Fund Raising. What Every Trustee Needs To Know about Raising Money.** Jossey-Bass Nonprofit Sector Series. National Center for Nonprofit Boards, Washington, DC.

Report No.—ISBN-1-55542-322-1

Pub Date—91

Note—140p; Foreword by David Rockefeller.

Available from—Jossey-Bass Inc., 350 Sansome St., San Francisco, CA 94104 (\$25.95; bulk discounts available).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Capital, Donors, Elementary Secondary Education, Endowment Funds, Financial Needs, \*Fund Raising, Governing Boards, Higher Education, Institutional Advancement, Institutional Mission, Leadership Responsibility, Nonprofit Organizations, Private Financial Support, School Funds, \*Trustees

This volume explains the principles of fund raising from the board member perspective, and offers some practical suggestions in the implementation of those principles. Because the board of trustees is the central focus, the presentation starts and ends with board leadership. Chapter 1 describes board responsibilities and chapter 9 describes how the board and its members can be effective in fulfilling this responsibility. Chapters 2 and 8 look at key elements of a successful fund-raising program. Chapter 2 addresses concepts that relate to the board's mission, case and constituency. Chapters 3 and 4 explain differing techniques and procedures in seeking support from each of several sources of support: individuals, government agencies, foundations, businesses, and other nonprofit organizations. Chapter 5 explores ways to raise capital funds and board members' special responsibilities in this area. Chapter 6 reviews how trustees can help in specific support activities as well as their particular task of asking for funds and associated problems. Chapter 7 explores the board's oversight responsibility to assure the effectiveness of the fund-raising organization and procedures. Chapter 8 covers special concerns such as cause-related marketing, ethical matters, and the use of consultants. (Contains 12 references.) (JB)

ED 381 121

HE 028 291

Bergquist, William H.

**Quality through Access, Access with Quality. The New Imperative for Higher Education. First Edition.** The Jossey-Bass Higher and Adult Education Series.

Report No.—ISBN-0-7879-0071-0

R1E AUG 1995

Pub Date—95

Note—308p.

Available from—Jossey-Bass Inc., 350 Sansome St., San Francisco, CA 94104 (\$31.95; bulk discounts available).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—\*Access to Education, College Administration, College Role, Creativity, Educational Change, \*Educational Quality, \*Higher Education, Institutional Cooperation, Leadership Responsibility, Organizational Objectives, Partnerships in Education, Social Change

Identifiers—Diversity (Student), Organizational Commitment

This volume examines the often tense interplay between the objectives of quality and access in U.S. higher education. Part 1 frames the basic premises of the book regarding the environment in which contemporary colleges and universities operate, the need for integration of quality and access in such an environment, the central role played by access in any commitment to quality, and the central role played by quality in any initiative directed toward increasing access. It refutes the common belief that sees quality and access as either incompatible or at the very least difficult to integrate. Part 2 identifies four prevalent perspectives in American higher education: the elitist perspective, the populist perspective, the beleaguered perspective, and the expedient perspective. Part 3 suggests strategies for achievement and integration of quality and access, and argues for a fifth and new unified perspective on combining quality and access. Under this approach three strategies for integrating quality and access involve creative ways of meeting the needs of diverse student populations, a sustained commitment to both quality and access, and an orientation toward cooperation with other institutions. Other initiatives include assessment, benchmarking, clarification of values, development of professional competencies, empowerment, and feedback as well as leadership and how leaders can influence both quality and access. (Contains 181 references as well as an index.) (JB)

ED 381 122

HE 028 292

Balderson, Frederick E.

**Managing Today's University: Strategies for Viability, Change, and Excellence, Second Edition.** Jossey-Bass Higher and Adult Education Series.

Report No.—ISBN-0-7879-0072-9

Pub Date—95

Note—399p.

Available from—Jossey-Bass Inc., 350 Sansome St., San Francisco, CA 94104 (\$34.95; bulk discounts available).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Budgeting, Budgets, \*College Administration, Educational Change, Educational Facilities, Educational Quality, Educational Resources, Efficiency, Enrollment, Governance, Graduate Study, Higher Education, Leadership, Organizational Objectives, Research, Retrenchment, Scholarship, Student Financial Aid, Tuition, \*Universities

This volume addresses new and enduring challenges of university management and proposes ways that will help university members achieve their academic and institutional goals. Part 1 covers the basics of university organization. Chapter 1 introduces ways to organize for management. Chapter 2 discusses the values of the university. Chapter 3, on governance, and chapter 4, on leadership and the presidency, offer a framework for directing the institution. Chapter 5 is on academic operation and chapter 6 on analysis of the array of administrative functions and representational entities. Both these chapters identify complexities of university operation that place a premium on patience and skill. Part 2 deals with various aspects of the acquisition and management of university resources. Chapters cover budgets and budgeting systems, revenues and enrollments, tuition, fees, and financial aid, and academic resources and facilities. Part 3 brings together issues of university academic focus and quality in three chapters on graduate education, university research and scholarship, and quality standards and assessment, respectively. Part 4 focuses on strategic issues and coordination in chapters on efficiency and productivity, retrenchment, restructuring and "re-engineering." The final chapter considers the capstone question of defining and achieving strategic direction for the university as a whole. (Contains

148 references and an index.) (JB)

## IR

ED 381 123

IR 016 685

Leverette, Mari Ellen

**Time-Tested ERIC Bibliographic Instruction (BI): Give Them a Pole and Teach Them To Fish (Fiche).**

Pub Date—10 May 94

Note—14p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Higher Education, Information Retrieval, Information Seeking, \*Library Instruction, Library Skills, \*Online Searching, \*Optical Data Disks, \*Search Strategies, Users (Information)

Identifiers—ERIC

This article outlines an Educational Resources Information Center (ERIC) CD-ROM bibliographic instruction (BI) session at an academic library, which is intended to produce knowledgeable and competent ERIC searchers. The 1.5 hour lecture session includes: a basic introduction to the ERIC database; narrowing down a search topic; using the thesaurus and keyboard function keys; and formulating a search strategy, including Boolean logic and Venn diagrams. The lesson plan outline, search strategy form, and strategies for teaching students how to access ERIC are provided. Techniques and strategies things which have proven to be unsuccessful in previous BI sessions are discussed, including searching without development of a strategy, searching free-text, and walk-in BI clients. Commentary on what works in a BI session includes formal sessions, strategy development prior to searching, and use of the library's search form and ERIC thesaurus. An appendix contains the "ERIC Bibliographic Instruction Outline." (MAS)

ED 381 124

IR 016 678

**Technology Update-1994: New York State Public Schools.**

New York State Education Dept., Albany.

Pub Date—Jul 94

Note—9p; This article appeared in "Technology Applications Quarterly," Summer 1994.

Pub Type—Reports - Descriptive (141)— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Networks, Computer Printers, \*Computers, Computer Uses in Education, Distance Education, Educational Technology, Elementary Secondary Education, Expenditures, \*Information Technology, Microcomputers, \*Minority Group Children, Optical Data Disks, \*Public Schools, Ratios (Mathematics)

Identifiers—\*Equal Access, \*New York

This update reports on the technology available in New York's public schools. Data and figures are provided for the following measures: total number of microcomputers in New York State public schools; percent of old and new computers; ratio of students to technology resources; number and percent of schools having at least one of a given type of technology; percent of regular technology use for 1992-93 and 1993-94; ratio of students to various technology resources, by percentage of minority students in the school; and percentage of student and teacher use of technology by percentage of minority students. Results show that the number of technology resources has continued to grow in New York's public schools. Microcomputer, laser printer, and CD-ROM acquisition all showed significant increases. Some form of networking/distance learning takes place in 13% of the school buildings in the report. It was found that over 72% of students and 50% of teachers now use computers regularly. However, though these figures did show a slight improvement, inequities in technology access for minority students continued, with the highest minority student population buildings having the least access to technology. Five tables and two figures illustrate findings. (MAS)

ED 381 125

IR 016 953

Miller, Boulton B.

**Knowledge Development: Raising Education and Training to a New Level.**

Pub Date—31 Dec 94

Note—145p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Communications, \*Computer Networks, Computer Software, Elementary Secondary Education, \*Government (Administrative Body), Higher Education, \*Information Industry, Information Management, Information Networks, \*Information Science Education, \*Information Technology, Telecommunications

Identifiers—\*Knowledge Development, National Information Infrastructure

The knowledge development concept (KDC) described in this report is designed to prepare the public to take full advantage of the National Information Infrastructure. Implementation of KDC will redirect the efforts of the education industry from stressing information technology as tools and skills to the use of information technology for educating individuals in knowledge development. The first four chapters discuss various aspects of the information industry. Chapter 2 describes government information resources, on-line resources, CD-ROMs, Project Gutenberg, the selection of a Chief Information Officer, and information industry highlights. Chapter 3 addresses aspects of the communications industry such as deregulation, common carriers, telephones, satellites, networks, the information superhighway, and other services. The computer industry is the topic of Chapter 4, including the United States' leadership in the industry, the industry's highlights, computer communications overlap, and the entertainment industry. Chapter 5 covers various issues related to the education industry, including information technology; students; education in communications, computing, and information management; software development; and K-12 responsibility. Information technology efforts now underway form a foundation upon which to build the knowledge society described in Chapter 6. Finally, a new Department of Knowledge Development is only one of the several recommendations offered in Chapter 7. (Contains 339 references.) (MAS)

ED 381 126

IR 016 961

Winn, William D.  
Advantages of a Theory-Based Curriculum in Instructional Technology.

Pub Date—3 Feb 95

Note—18p.; Paper presented at the Annual Convention of the Association for Educational Communication and Technology (Anaheim, CA, February 8, 1995).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Role, \*Curriculum Design, \*Educational Technology, Epistemology, Graduate Study, Higher Education, Teaching Methods, \*Theories, \*Theory Practice Relationship, \*Universities

Identifiers—\*Instructional Theory

The purpose of this paper is to prove that including a significant theoretical component in instructional technology curricula has numerous advantages. The discussion is confined to curricula offered at universities, typically at the graduate level. Three topics are discussed: (1) the current state of instructional technology programs; (2) why theory is needed and what that theory should be; and (3) the role of the university in preparing instructional technologists. It is argued that curricula in university programs that train instructional technologists tend to emphasize practice at the expense of understanding. Because there are other agencies better suited to train practicality, universities should devote their resources to making sure students have a good grounding in the theories which immediately support what they do. Theories describe the complete range of human learning and includes perceptual and human factors theory, cognitive theories of learning, and theories of how knowledge guides the way people interact with their environment. It is contended that mastery of this theory should be attained by every student in instructional technology, and its application as the graduate develops professional skill and status will improve the success of the profession. (Contains 41 references.) (MAS)

ED 381 127

IR 017 040

Hearing on the Proper Federal Role in Education Policy. Hearing before the Committee on Economic and Educational Opportunities, House of Representatives, One Hundred Fourth Congress, First Session (January 12, 1995).

Congress of the U.S., Washington, DC. House Com-

mittee on Economic and Educational Opportunities.

Report No.—ISBN-0-16-046885-X

Pub Date—95

Note—93p.; Serial No. 104-2.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Academic Standards, Access to Information, Civil Rights, Decentralization, Economic Development, \*Educational Policy, Elementary Secondary Education, Federal Programs, Federal Regulation, \*Federal State Relationship, Futures (of Society), \*Government Role, \*Government School Relationship, \*Hearings, Job Training, National Security, Parent Role, Postsecondary Education, Private Schools, Program Costs, Program Improvement, Public Schools, Research and Development, School Choice, School Funds, Student Loan Programs

Identifiers—Congress 104th, Department of Education, Elementary Secondary Education Act Title I, Goals 2000, School To Work Opportunities Act 1994

This document records the proceedings of a Congressional hearing on the role of the federal government in education policy. Statements are provided by Richard Riley (Secretary of Education), Bret Schundler (Mayor, Jersey City, New Jersey), Tommy Thompson (Governor, Wisconsin), and Representatives, William L. Clay (Missouri), William F. Goodling (Pennsylvania), Harris W. Fawell (Illinois), Gene Green (Texas), and Thomas C. Sawyer (Ohio). The following federal education programs are discussed: the Goals 2000: Educate America Act, the School-to-Work Opportunities Act, Title I of the Elementary and Secondary Education Act, and the Improving America's School Act. Discussion includes education and the future; economic development and success; national security; responsible citizenship; access and civil rights; state and local responsibility; program reforms; the role of the Department of Education; research; technology; student aid; federal and state partnerships; education standards; education as a state responsibility; school funding and flexibility; disadvantaged children; public and private schools; decentralization; the role of parents; employment and job training programs; major research findings on school choice; and program costs. (AEF)

ED 381 128

IR 017 043

Johnson, Janet Donley, Jan  
Magnet Schools Assistance Program (MSAP). Evaluation Report.

Wake County Public School System, Raleigh, N.C. Pub Date—Jun 94

Note—72p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, \*Computer Uses in Education, Educational Environment, Educational Technology, Elementary Secondary Education, Enrollment Rate, Evaluation Methods, \*Magnet Schools, \*Minority Groups, Parent Attitudes, Program Content, Program Effectiveness, Program Evaluation, Public Schools, Racially Balanced Schools, Surveys, Teacher Education, Technological Advancement

Identifiers—\*Wake County Public School System NC

The Magnet Schools Assistance Program (MSAP) was designed to eliminate and prevent minority group isolation in targeted magnet schools in the Wake County (North Carolina) Public School System; this evaluation report examines factors that relate to achieving the MSAP goals and objectives. Parent survey data were used to determine whether increased technology use is likely to attract students not already enrolled in the MSAP schools; enrollment and application data were used to monitor success of MSAP related to recruiting new students; and achievement data, both for longitudinal cohorts and for MSAP schools overall, were used to measure effectiveness related to improved achievement for individual students and improved academic climates at MSAP schools. A summary covering the background, major findings, and recommendations, is included at the beginning of the report. The first section provides a program description, including a

background and elementary and secondary school program components. In the second section, the evaluation design and methodology data sources are described. Findings are discussed in the third section, including technology use by classroom teachers, a teacher technology use survey, a parent survey, racial balance, and student achievement. Survey results are shown in 16 figures, and attachments provide a glossary of technology terms; a list of Enloe advanced courses; training dates for instructional technology resource teachers (1993-94); technology use data sheets; and the MSAP teacher survey and results. (AEF)

ED 381 129

IR 017 044

Losak, John MacFarland, Thomas

An Evaluation of Florida's Model Technology Schools Program: 1988 to 1993: (You Can't Go Home Again). Report 94-02.

Nova Univ., Fort Lauderdale, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date—Jan 94

Note—107p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Access to Information, Assistive Devices (for Disabled), Career Planning, Classroom Techniques, Computer Networks, \*Computer Uses in Education, Educational Innovation, \*Educational Technology, Electronic Mail, Elementary Secondary Education, Microcomputers, Models, \*Public Schools, Student Motivation, Surveys, \*Teaching Methods, Use Studies

Identifiers—\*Florida, Model Technology Schools, Special Needs Individuals

The broad objectives of the Model Technology Schools project were to study the impact of technology on schools and student learning; to develop models for using educational technology as a tool for school management and classroom teaching; and to disseminate these models for use in public schools throughout the state. Research involved site visits and two surveys to participating schools. Project procedures, a review of previous evaluations, and observations from site visits and survey results are reported. Findings highlights include: (1) technology serves as a student motivator; (2) technology improves access to information; (3) knowledge of technology is viewed as critical to career and preparation for high school graduates; (4) adaptive devices for students with special needs are insufficient though where available provide excellent tools for individualized instruction; (5) 91% of students spend between 1-10 hours per week on microcomputer usage; (6) teachers report availability and student use of computers at a much higher level than overall usage in the United States; (7) generally, conditions known to support learning (enthusiasm, improved time on task, and collaborative behavior) were reported by teachers to be much more in evidence with computer usage; (8) classroom management improved and teacher involvement in the communication network has improved thanks to electronic mail; and (9) careful use of limited, and sometimes older, computers demonstrates that state-of-the-art, expensive computers are not essential. Based on research findings, eight project recommendations are made. Twenty tables illustrate findings. (Contains 20 references.) (MAS)

ED 381 130

IR 017 045

Martinez, Joseph P. Woods, Muriel  
Faculty Service Needs Assessment: The Value and Planned Use of Educational Technology at Auraria.

Auraria Media Center, Denver, CO.

Pub Date—6 Mar 95

Note—102p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Audiovisual Aids, \*College Faculty, Educational Equipment, \*Educational Media, \*Educational Technology, Higher Education, \*Learning Resources Centers, Multimedia Materials, \*Needs Assessment, Surveys, Use Studies

Identifiers—\*Auraria Media Center CO, Faculty Attitudes

The Auraria Media Center conducted a needs assessment in the spring of 1994 to learn whether it correctly perceived, and how it can better serve, the changing educational technology needs of faculty. Faculty from the Community College of Denver, Metropolitan State College of Denver, and the University of Colorado at Denver responded to an anonymous survey. Based on the seven research

questions, results show: (1) a substantial percentage of Auraria faculty use educational technology, including newer technologies like multimedia, as important to very important to higher education; (2) three-fourths of the campus faculty use the media center at least occasionally; (3) most educational technologies are valued highly by most faculty; (4) faculty generally are satisfied with Media Center products and services; (5) faculty are somewhat hesitant about using many technologies in the classroom; (6) traditional media (i.e., overheads) are still more preferred than new media (i.e., multimedia); and (7) many faculty are more concerned with equipment and facilities than with products and services. The implication is that most faculty at Auraria are hesitant to extend beyond current levels of educational technology use or integrate new media into their curricula even though they perceive a high value of educational technology. Seven figures illustrate the findings on the seven research questions. Twenty-seven appendices provide copies of the cover letter and questionnaires; figures illustrating different breakdowns of data; a summary of the assessment process; the Auraria Media Center staff feedback memo; a staff question list; and a summary of staff input into the assessment process. (Contains 18 references.) (Author/MAS)

**ED 381 131** IR 017 053

**Technology Deployment and Interoperability in the National Information Infrastructure. Hearing before the Subcommittee on Technology, Environment and Aviation of the Committee on Science, Space, and Technology, House of Representatives, One Hundred Third Congress, Second Session.**

Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.

Report No.—ISBN-0-16-046671-7

Pub Date—26 Jul 94

Note—67p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—Access to Information, Competition, Computer Networks, Economic Opportunities, Government (Administrative Body), Hearings, \*Incentives, \*Information Industry, \*Investment, \*Private Sector, Research and Development, Social Influences, Technological Advancement, \*Telephone Communications Industry

Identifiers—Congress 103rd, \*National Information Infrastructure

This document presents the proceedings of a Congressional hearing on private sector initiatives to develop the National Information Infrastructure (NII) with a focus on understanding the nature of industry investment in the NII and how those investments will contribute to the Administration's goals for NII. Statements are provided by the following witnesses: Clark S. Ryan, Chief Technical Officer, AT&T Bell Laboratories; Ross K. Ireland, Vice President, Network Technology, Pacific Telesis Group; Stewart D. Personick, Assistant Vice President, Bellcore; and Peter P. Basseermann, Chairman, Technology and Operations Council, Cellular Telephone Industry Association and President, Southern New England Telephone Mobility. Discussion includes a hybrid fiber-optic network; the tension between open architecture and investment incentive in the initial development of an advanced NII; and technological challenges of interoperability. The following needs are identified: the reform of current federal policies, including removal of restrictions on private industry; federal support of standards and research and development of technology; maximizing social and economic benefits through an open competitive environment; consistency between industry technology deployment plans and the Administration's vision of NII; and affordable access. (AEF)

**ED 381 132** IR 017 054

Rustin, Irene

**A Comparison of the Effect of Teacher-Directed Instruction (and Textbook Use) and Interactive Computer Software Instruction on the Development of Touch-Keyboarding Skills in Two Sixth-Grade Classes.**

Pub Date—Apr 95

Note—54p.; Master's Thesis, Kean College, New Jersey.

Pub Type—Dissertations/Theses - Masters Theses

RIE AUG 1995

(042)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—Academic Achievement, Case Studies, Computer Assisted Instruction, Educational Technology, Elementary School Students, \*Grade 6, \*Instructional Effectiveness, Instructional Material Evaluation, Intermediate Grades, \*Keyboarding (Data Entry), Middle Schools, Pretests Posttests, \*Teaching Methods, Test Results, \*Textbooks, Typewriting

Identifiers—\*Interactive Courseware, Middle School Students, Middletown Township School District NJ

This is a study of two sixth-grade classes at Bayshore Middle School (Middletown, New Jersey) who were enrolled in a 7-week keyboarding class. The first class met from October 31 through December 23, 1994; the second class met from January 3 through March 1, 1995. The instruction of the first group was teacher directed, and the students typed from a keyboarding textbook. After an introduction to keyboarding from the instructor, students in the second group received instruction from computer software (which was the same material as in the textbook). Both groups were pretested and posttested on their one-minute typing speeds measured in gross words per minute and on their knowledge of the location of the letters and punctuation in the first three rows of the keyboard. The hypothesis that students who are taught the touch method of keyboarding with teacher-directed instruction in conjunction with the use of a keyboarding textbook will not perform more effectively than students who are taught the touch method of keyboarding using an interactive computer software program proved to be correct. The students made similar measurable gains in their progress regardless of the method of instruction. A section of related literature on teaching keyboarding is included, and appendices provide test scores. (Contains 40 references.) (Author/AEF)

**ED 381 133** IR 017 055

**Educational Systems Integrators/Integrated Learning System Project: Titan Schools 1993-94. OER Report.**

New York City Board of Education, Brooklyn, NY. Office of Educational Research.

Pub Date—94

Note—43p.

Available from—Office of Educational Research, 110 Livingston St., Room 740, Brooklyn, NY 11201.

Pub Type—Reports - Descriptive (141)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, Computer Networks, \*Educational Technology, Elementary Secondary Education, Individualized Instruction, \*Integrated Learning Systems, Integrated Services, \*Program Evaluation, \*School Districts, Teacher Education

Identifiers—New York City Board of Education

The 1993-94 Integrated Learning System (ILS) project, a means of delivering individualized instruction through a computer network, involved approximately 70 schools from New York City school districts. To help schools learn about and operate the technology in an ILS, districts were given the option of hiring one of the following companies (referred to as education systems integrators): Instructional Systems Inc., Jostens, the Waterford Institute, and Titan. Of the four integrators, Titan elected to have the Office of Educational Research (OER) evaluate its program. Titan, who was chosen as integrator by six schools, contracted with Computer Networking Specialists (CNS) on Long Island to perform the integration services, and with the Waterford Institute to provide teacher training. Two of the six schools were part of the grantback phase and the other four were in the capital phase of the project. Problems resulting from the asbestos crisis in New York City public schools and delayed deliveries and installations affected both phases of the project, but especially the capital phase. Half of the schools were very satisfied with the teacher training they received, while the other half voiced dissatisfaction with the initial training. Opinions about the software programs were mixed; one area of dissatisfaction was the schools' involvement in decision making about the ILS project. Student achievement scores showed no significant differences in reading between program participants and the rest-of-school population. Recommendations include: reexamine teacher training; clarify the roles of CNS and Waterford; and consider how the program expects schools to integrate the use of the ILS lab. (AEF)

**ED 381 134**

Pietras, Jesse John

IR 017 056

**Connecticut Proposes New Legislation Designed To Enhance and Increase Interactive Distance Learning for Telephone and CATV Technologies.**

Pub Date—1 May 95

Note—25p.; Paper presented at the CABLE/CAPSS Convention: Educating for High Standards-Connecticut Models (Waterbury, CT, January 6-7, 1995). Contains pages that may not reproduce clearly.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Cable Television, Computer Networks, Costs, \*Distance Education, Educational Development, Educational Legislation, \*Educational Technology, Electronic Classrooms, Interactive Television, Nontraditional Education, Online Systems, Program Implementation, Public Libraries, Public Schools, State Action, \*State Legislation, Technological Advancement, \*Telephone Communications Systems, Universities

Identifiers—\*Connecticut, \*Information Infrastructure, Internet

Connecticut has proposed legislation to augment the remote education infrastructure which includes public libraries, public schools, and institutions of higher learning. The purpose of one bill is to explore the possibilities of transmitting interactive distance education to all schools intrastate and to classify public libraries at a cheaper government rate for telephone and online computer services. A second bill seeks to establish a joint standing committee to implement a program that would give grants to public libraries in towns where per capita income is below the state average. Connecticut's distance education protocols are being driven by the state's various technological initiatives, such as the I-SNET (Southern New England Telephone Company), a fiber-optic infrastructure for the transmission of voice, video, data, and for interactive television; approximately half of Connecticut's cable operators have functioning remote education protocols. The proposed legislation intends to supply Internet on-ramps in many small Connecticut towns and to effectuate the use of satellite and cable television technology. Pending legislation called the "School Construction Grant Program" seeks to reimburse schools from 40 to 100 percent of technology construction costs, based on the district's wealth. Senior learning, advanced foreign language programs, and cultural awareness can all benefit from interactive distance learning. Most of the state's public schools are not equipped to accommodate new technologies, many computers are archaic, and the majority of teachers have not been adequately trained in the use of educational technology. Opponents of electronic classrooms cite the lack of a human element and high installation and access costs. Tables and figures provide information on Connecticut cable franchise areas; SNET links to learning; cable classroom equipment costs; two-way interactive classroom set-up; and Connecticut's proposed educational technology infrastructure. (Contains 48 notes, all containing references.) (AEF)

**ED 381 135**

IR 017 057

**Joining Forces: Spreading Successful Strategies.**

**Proceedings of the Invitational Conference on Systemic Reform (Washington, D.C., February 23-25, 1995).**

Department of Education, Washington, DC; National Science Foundation, Washington, D.C.

Pub Date—95

Note—100p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price—MF01/PC04 Plus Postage.**

Descriptors—Change Strategies, \*Educational Change, \*Educational Improvement, Educational Innovation, Educational Technology, Elementary Secondary Education, Excellence in Education, Exhibits, \*Mathematics Education, \*Science Education, Tech Prep, Two Year Colleges, Workshops

Identifiers—\*Scaling (Maximum Dissemination)

This briefing book outlines program activities and contains a set of briefing papers which provide a background for the conference. The conference agenda is in the first section, followed by two sections previewing each of the issues and theme conference sessions, including an overview of each topic, specific issues involved, the conference presentation, and presenters. The fourth section outlines the 47 workshops offered at the conference,

and section five describes 44 conference exhibits. The final section contains five briefing papers: "What Are the Challenges to Scaling Up Reform?" (Stephen P. Klein; and others); "Workforce Issues in Spreading Excellence in Science and Mathematics" (Ray Marshall); "Tech Prep: A Business Perspective" (Carver C. Gayton); "Full-scale Implementation: The Interactive 'Whole Story'" (Susan B. Millar); and "Simulation and Modeling in Precollege Science Education" (Wallace Furling). (MAS)

**ED 381 136** IR 017 058

**Professional Development.**  
ACCESS ERIC, Rockville, MD.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Report No.—ERIC-95-5005; ISSN-1065-1160  
Pub Date—95  
Note—37p.

Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850 (subscription free; obtain back issues from EDRS).

Journal Cit—ERIC Review; v3 n3 Win 1995  
Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, \*Elementary Secondary Education, \*Inservice Teacher Education, \*Instructional Improvement, Learning Processes, \*Preservice Teacher Education, \*Professional Development, Teacher Attitudes, \*Teacher Competencies

Identifiers—Department of Education, ERIC, Paradigm Shifts

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This issue focuses on the changing face of K-12 professional development for both preservice and inservice teachers. The opening article by Dennis Sparks, "A Paradigm Shift in Staff Development," describes a paradigm shift that professional development is undergoing based on changing ideas about ways to measure student achievement; a recognition that curriculum, instruction, assessment, and school organization are intertwined; and a new understanding of how people learn through models and experience rather than passive absorption of information. The lead article, "Professional Teacher Development" by Mary Diltworth and David Imig, describes the teaching force today, and changes in teacher education and development programs. Joseph Vaughan of the U.S. Department of Education describes efforts by the Office of Educational Research and Improvement to build and support a professional development agenda based on input from teachers and other stakeholders in "OERI Launches Professional Development Initiatives." "Teacher Collaboration in Urban Secondary Schools," a digest from the ERIC Clearinghouse on Urban Education by Morton Inger, explores how teachers can work together to improve teaching and learning. Additional articles include "Teacher Professionalism: The Movement Has Begun" (Arthur E. Wise); "Assessing Accomplished Teaching" (from AFT's "Questline"); and "Professional Development Schools: Their Role in Teacher Development" (Isamat Abdal-Haq). Reading and resource organization lists on professional development are also provided. (AEF)

**ED 381 137** IR 017 059

Jeffrey, Robert C.  
Communication Program Review in the State University System of Florida.  
Florida State Univ., Tallahassee.  
Report No.—BOR-93-2  
Pub Date—Oct 94  
Note—144p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—College Faculty, \*College Programs, \*Communications, Doctoral Programs, Higher Education, Journalism Education, \*Mass Media, Minority Groups, Program Evaluation, State Universities, Telecommunications

Identifiers—Florida, \*State University System of Florida

All nine state universities in the State University System of Florida (SUS) have communication programs, two of which are designed to teach journalism exclusively, and the others combining mass communication, journalism and communication studies. Because of the student demand for education in one or more of the fields of communication,

combined with the inability of the state to fund additional faculty, a total of 13 distinct communication majors in six of the nine universities have instituted limited access criteria for admission into programs. Evaluation of the programs in all nine of the universities led to the following general recommendations in order to better meet the needs of communication education in the state of Florida: (1) limited access status should be retained for the programs in which it is already approved; (2) faculty salaries must become more competitive; (3) lower faculty salaries can be ameliorated somewhat by an active program of faculty development; (4) plans to develop a journalism major at Florida State University should be abandoned; (5) because of an escalating shortage of PhD graduates in communication nationally, proposals for communication PhD programs should be supported; (6) stronger state-wide programs should be initiated to attract minority faculty members and students; (7) universities should consider improving compensation packages for graduate teaching assistants in communication programs; (8) clearer cooperative guidelines with community college personnel should be developed; (9) greater technical support should be provided for communication facilities and equipment; (10) accreditation should be explored; and (11) professional development activities should be supported, even sometimes to the extent of hiring a development officer for the program. (MAS)

**ED 381 138** IR 017 060

Kiplagat, R. A., Ed. Werner, M. C. M., Ed.  
Telecommunications and Development in Africa.  
Telecommunications Foundation of Africa. Brussels (Belgium).

Report No.—ISBN-90-5199-169-X

Pub Date—94

Note—302p.

Available from—IOS Press, Inc., P.O. Box 10558, Burke, VA 22009-0558.

Pub Type—Collected Works - General (020) — Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors—Computer Mediated Communication, \*Economics, Financial Support, Foreign Countries, Information Technology, Networks, Private Sector, Regional Cooperation, \*Rural Areas, \*Technological Advancement, \*Telecommunications, User Needs (Information)

Identifiers—Africa, \*Government Regulation, Telecommunications Foundation of Africa

The Telecommunications Foundation of Africa (TFA) was created in 1992 out of a conviction that insufficient telecommunications in Africa are an impediment to economic growth, and that more resources could be mobilized to strengthen this sector. This volume was made by TFA for readers both inside and outside of Africa and the telecommunications industry, and offers ideas and propositions on financing, regulation, and use of advanced technology and rural telecommunication. Twenty-five chapters, written by different authors, are divided according to themes: "Part I: Economics, Finance and Regulation"; "Part II: User Needs"; "Part III: Regional Cooperation"; "Part IV: New Technology"; and "Part V: Country Studies." The following proposals are highlighted: (1) Telecommunications companies could be given autonomous powers to raise capital internationally, without seeking prior government approval; (2) private capital can be mobilized after legal reform of the telecommunications sector; (3) telecommunications should be considered as part of development program in other sectors, notably agriculture, education and health, to solve the deadlock in advancing rural telecommunications; and (4) advances in rural and low density telecommunications technology necessitate review of the economics of providing services to remote and disadvantaged areas. An appendix provides the objective, activities, board members, and contact address for the TFA. (MAS)

**ED 381 139** IR 017 061

Strudler, Neal B.  
The Role of School-Based Technology Coordinators as Change Agents in Elementary School Programs: A Follow-up Study.  
Pub Date—[94]

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Case Studies, \*Change Strategies,

\*Computer Uses in Education, Context Effect, Educational Technology, Elementary Secondary Education, \*Job Development  
Identifiers—Barriers to Change, Computer Coordinators, Historical Background, \*Technology Coordinators, \*Technology Integration

A study was conducted in 1986 which revealed that school-based computer coordinators used a combination of product- and client-centered strategies to facilitate computer use, but saw their role as transitional, predicting elimination of their jobs in 2 to 5 years. The purpose of this current study was to revisit the three schools (Eugene, Oregon) studied in 1986 in order to examine the work of the technology coordinators and the outcomes that they were able to effect over the past 7 years. A case study design was employed in the research, which used questionnaires, interviews, observations, and a review of relevant planning documents to examine the work of the coordinators. The following questions are answered: (1) What is the situational and historical context in which the technology coordinators have done their work? What conditions exist today? What has changed? (2) What outcomes were the technology coordinators able to effect over the 7-year period? (3) What are the impediments to the integration of technology in schools? and (4) What strategies are used by the coordinators and teachers to overcome impediments to technology use in their schools? The present study supports the effectiveness of staffing change agents to work with teachers at the school level. Three tables illustrate research findings. (Contains 16 references.) (MAS)

**ED 381 140** IR 017 062

Hecht, Jeffrey B. And Others  
Project Homeroom, Project Schoolroom, and Regular School: Innovations in Team Teaching, Interdisciplinary Learning, and the Use of Technology. A Final Report on the Project at the Maine East High School.  
Illinois State Univ., Normal. Technological Innovations in Educational Research Lab.

Pub Date—13 Sep 94

Note—34p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Computer Uses in Education, Cooperative Planning, \*Curriculum Development, \*Educational Innovation, Educational Technology, Grade 9, High Schools, Interdisciplinary Approach, \*Teaching Methods, \*Team Teaching  
Identifiers—Maine Township High Schools IL

The students, faculty, and administration at the Maine Township East High School engaged in an ongoing curricular innovation program during the 1993-94 academic year, investigating the notions of teacher teaming, interdisciplinary instruction, and the use of computer technology in the delivery of a core education in biology, world cultures, English, and algebra. The freshman class was divided into the following three groups, each emphasizing certain of the innovations under study: (1) Project Homeroom teachers worked together as a team, planning lessons together and working to incorporate computers into their classes. Students were given computers to use in their homes for the duration of the project and were able to use computer software for assignments and link with their teachers using electronic communications tools. (2) Project Schoolroom teachers also worked in teams, but did not have the same access to computer technology. Teacher teaming, getting to know the students better, and an interdisciplinary approach were the main features of this group. (3) Regular School teachers and students served as the control group, with the students receiving traditional instruction from teachers following their usual lesson plans. This project summary evaluation report represents information gathered from two written surveys of all participating students, interviews with teachers in each of the experimental groups, and an evaluation of selected exemplary curricular products, including student projects. In addition, student grades in each of the four courses under study, cumulative grade point averages, attendance records, student performance on criterion referenced examinations and student demographics were examined. Major findings include: (1) demographic and prior achievement levels of students in the Project Homeroom, Project Schoolroom, and Regular School varied little; (2) students in the Project Schoolroom group tended to achieve statistically significantly higher grades than the students in the other groups in each of the four subject areas considered; (3) Project Schoolroom students tended to be absent less than

their counterparts; (4) teacher teaming provided direct benefits to both teachers and students; and (5) participating teachers found it difficult to integrate computer technology, and plan long-term interdisciplinary units into the curriculum given the current constraints of standard curriculum and Criterion Referenced Test (CRT) assessment. Results are illustrated in 13 figures. (Contains 22 references.) (MAS)

ED 381 141

IR 017 063

Clariana, Roy B.

Media Research with a Galvanic Skin Response Biosensor: Some Kids Work Up a Sweat!

Pub Date—92

Note—18p.; Showcase of Achievement presentation at the Annual Convention of the Association for Educational Communications and Technology (Washington, DC, February 8, 1992).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Data Analysis, Educational Testing, \*Grade 6, Graphs, Intermediate Grades, \*Media Research, \*Microcomputers, \*Patterned Responses, \*Printed Materials, Standardized Tests, \*Student Reaction, Tables (Data), Videotape Recordings

Identifiers—\*Galvanic Skin Response

This study considers the galvanic skin response (GSR) of sixth-grade students ( $n=20$ ) using print, video, and microcomputer segments. Subjects received all three media treatments, in randomized order. Data for analysis consisted of standardized test scores and GSR measures; a moderate positive relationship was shown between cumulative GSR and standardized test scores. The higher achieving students obtained higher GSR values. Patterns of arousal with each media were identified by analysis of variance with repeated measures; the patterns of response towards the print and microcomputer treatments were very similar, and both were dissimilar from the pattern of response for video. Video obtained the highest GSR response initially, and GSR response remained constant throughout the 21-minute data collection period. Print and microcomputer obtained relatively lower GSR responses initially, then matched the GSR response level of video after about 10 minutes, and continued to increase throughout the data collection period. Two tables provide simple correlations of GSR data for each media condition with standardized test scores, and an analysis of variance summary. Graphs show: (1) GSR averages during print, video, and microcomputer use; and (2) simple correlations of print, video, and microcomputer treatments with time. (Contains 24 references.) (Author/AEF)

ED 381 142

IR 017 064

Moon, Soo-Back. And Others

The Relationships among Gender, Computer Experience, and Attitudes toward Computers.

Pub Date—[94]

Note—20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, College Students, \*Computer Attitudes, \*Computer Literacy, \*Cultural Influences, Foreign Countries, Higher Education, Questionnaires, \*Sex Differences, Student Attitudes

Identifiers—\*Gender Issues, \*Korea

As computers proliferate on college campuses across the world, it becomes very important to examine college students' attitudes toward computers from a cross-cultural perspective. The purpose of this study was to examine the relationships among gender, computer experiences, and attitudes toward computers in Korea. Three hundred three (303) Korean undergraduate students completed a questionnaire packet which contained a personal information form, a Computer Attitude Scale, and a Computer Experience Questionnaire. Results show that gender was found to be significant only on the computer confidence scale, with male students significantly more confident about computers than female students. Students who had more computer experience expressed more positive attitudes towards computers in general, and number of computer courses completed contributed to this confidence. Students who had more experience with computer programming languages scored significantly higher on all computer attitude subscales. Word processing experience, knowledge of multiple

word processing packages, and data entry skills contributed to higher confidence levels and more positive attitudes toward computers. Finally, it was discovered that attitudes toward computers and computer experiences were culture-free constructs. Seven tables illustrate results, and an appendix contains the computer experience questionnaire. (Contains 33 references.) (MAS)

ED 381 143

IR 017 065

Schwier, Richard A. Mianchuk, Earl R.

The Art and Science of Color in Multimedia Screen Design, Part I: Art, Opinion, and Tradition.

Pub Date—95

Note—14p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Anaheim, CA, February 8-12, 1995). For part 2, see IR 017 066.

Pub Type—Information Analyses (070)—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Color Planning, Computer Graphics, \*Guidelines, Information Processing, Instructional Design, \*Literature Reviews, Multimedia Materials, \*Screen Design (Computers), Strategic Planning, \*Use Studies, \*Visual Perception

Identifiers—Color Coding

This article discusses psychophysical aspects of color perception and critically examines the advice on color use in screen design found in non-empirical literature. There are four main characteristics of color: hue, brightness, saturation, and contrast. In multimedia screen design, color can be used to link logically-related data; differentiate between required and optional data; highlight student errors; separate screen areas such as prompts, commands, or input/output fields; emphasize key points; and communicate overall structure. The following guidelines are identified and then categorized in terms of consistency, color choice, and coding and cueing with color: use color conservatively; limit the palette per screen; design for monochrome displays, and then add color; increase color with user experience; use colors selectively to manipulate attention; color material is generally processed faster than the same material in black-and-white; use color in formatting and graphic displays; electronically generated colors take on different properties in relation to each other; wavelength affects color differentiation; and changes in brightness may cause changes in hue for all colors except blue, green, and yellow. Aesthetically pleasing screens can employ scientifically derived principles of instructional design. One way to approach the convergence of science and opinion is through the four critical aspects of connoisseurship: (1) ability to make fine discriminations; (2) development of a hierarchical system of concepts for making judgements; (3) development of principles to describe the structure of relationships among concepts; and (4) development of strategies to focus on salient aspects of the item being judged. (Contains 66 references.) (AEF)

ED 381 144

IR 017 066

Mianchuk, Earl R. Schwier, Richard A.

The Art and Science of Color in Multimedia Screen Design, Part II: Science, Myth, and Legend.

Pub Date—95

Note—18p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Anaheim, CA, February 8-12, 1995). For part 1, see IR 017 065.

Pub Type—Information Analyses (070)—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Color Planning, Instructional Design, Learning Strategies, \*Literature Reviews, Multimedia Materials, \*Research Needs, \*Research Problems, \*Screen Design (Computers), \*Summative Evaluation, Tables (Data), Task Analysis, Teaching Methods, Technological Advancement, Use Studies

This paper summarizes the results of an analysis of literature on color use in screen design. Fundamental problems with the information base are identified as follows: (1) advice becomes obsolete as newer equipment becomes available; (2) the nature of the task used in the research is not sufficiently similar to tasks performed during teaching and learning; (3) generalizations are either apocryphal in origin or based on empirical results from different display media and transferred to video display terminals automatically; and (4) distinctions are not made with respect to intended uses of the screen

display. Instructional designers must ascertain the currency of the equipment used before accepting research generalizations as guides; researchers and authors of literature reviews should indicate which generalizations might no longer be valid. A careful task analysis is necessary in order to maintain a high degree of similarity between the research tasks and actual teaching and learning strategies. Differences in display medium and textual presentation should be noted. There is a need for research on color use in the screen design for instruction. Three tables provide a classification of articles according to information type, tasks used in research, and a summary of empirical research studies is provided in three tables. (Contains 65 references.) (Author/AEF)

ED 381 145

IR 017 069

Rutkowski, Kathleen M.

NetTEACH NEWS, 1993-1995.

NetTEACH News. Herndon, VA.

Report No.—ISSN-1070-2954

Pub Date—95

Note—345p.; Ten issues per year. Vol. 1, no. 1 is missing. Vol. 2, no. 9 is misnumbered no. 8.

Available from—NetTEACH News, Editor: Kathleen M. Rutkowski, 13102 Weather Vane Way, Herndon, VA 22071; email address: kmr@chaos.com (annual subscription: e-mail \$20; paper: \$30 U.S., \$35 Canada/Mexico, \$50 outside North America).

Journal Cit—NetTEACH News; v1-2 Apr 1993-Mar 1995

Pub Type—Collected Works—Serials (022)

EDRS Price—MF01/PC14 Plus Postage.

Descriptors—\*Computer Networks, \*Computer Uses in Education, Educational Methods, \*Educational Resources, Educational Technology, Elementary Secondary Education, \*Information Networks, Newsletters

Identifiers—\*Internet, \*Teacher Networks

This document consists of the first two years (20 issues) of a newsletter intended for K-12 networking teachers. It provides a forum for the exchange of information for and by the K-12 community about digital networks and networking resources, applications to education, significant events, and major international, national, regional, and state programs and policies relevant to K-12 networking. The following are regular publication features: Infobytes; Edulists; Project Corner; The Digital Calendar; and The NetTEACH Bookstore. Volume 1 cover articles include: "The Promised Land" (Janice Abrahams); "What the Blues Have To Do With Paying Dues—Bringing Teachers Online (Ferdin Serdi); "A Gift of Hope to America's Youth: Press Conference Remarks" (William Jefferson Clinton); and the following articles by the editor: "Chaos in the Classroom: A Cornucopia of Opportunity"; "The Art of California Cooking and the Vision of K-12 Internet-working"; "The Tao of K-12 Networking"; "The Real Challenge of Getting Teachers and Students Onto the Information Superhighway"; "Changing the Political Economy of Education"; "A Small Green Island—Can We Make a Difference? You Have." Volume 2 cover articles, all by the editor, include: "Net-Impressionism, Digital Graffiti, and the Networked School"; "The Learning Revolution"; "NetParents: Building New Bridges of Understanding and Forging New Partnerships"; "The Vocation of Global Citizen"; "Learning Online—Virtual Outward Bound Adventures"; "The Internet—A World of Horizons"; "Connectivity: One Small Step for Local Schools, One Giant Step for Global Learners"; "From Cybernetic Learning Colonies to a New Constitution for Global Learners"; and "Critical First Steps in Creating Cybernetic Learning Systems." (MAS)

ED 381 146

IR 017 072

Network Simulation Training Instructor's Guide and Student Handouts. Series #B01038.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—94

Note—62p.

Available from—Oklahoma Department of Vocational and Technical Education, Stillwater, OK 74074-4364.

Pub Type—Guides—Classroom—Learner (051)—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available—EDRS.

Descriptors—Computer Science Education, Computer Software, \*Courseware, \*Instructional Ma-

terials, Online Systems, \*Teaching Guides, Training Methods, \*Tutorial Programs  
Identifiers—\*Novell Netware

This training material provides the reader with information on the installation of and instruction in the use of the on-line Novell Netware V2.15 training software, and consists of an Instructor's Guide and Student Handouts. The instructor's guide includes the following sections: system requirements; installation; starting the tutorial; completing the tutorial; pretest/posttest; scorekeeper-evaluation results database; a written test consisting of 13 true/false, 15 multiple choice and 11 fill-in-the-blank questions; a glossary; and the pretest/posttest answer key. The student handout to be used in the training consists of the following 11 lessons: network basics; directory structure; mappings; command line utilities; menu utilities; login scripts; security; custom menu system; printing; and console commands. A copy of the site license is also provided. (MAS)

**ED 381 147** IR 017 073

Braun, Mark J. Scully, Timothy L.  
*A Pre-Diffusion Comparison of Urban and Rural Attitudes toward Advanced Television Services.*  
College of St. Thomas, St. Paul, Minn.; Gustavus Adolphus Coll., St. Peter, Minn.

Pub Date—95

Note—34p.; First Place Award, 1995 Paper Competition, Broadcast Education Association, Communication Technology Division.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Attitude Measures, Mass Media, \*Population Distribution, \*Programming (Broadcast), \*Rural Population, Surveys, Telecommunications, \*Television Research, \*Urban Population  
Identifiers—\*High Definition Television

This study was grounded in the geography school of diffusion theory, specifically focusing on Ormrod's concept of "spatial receptiveness." A survey was conducted to test how location of residence (urban vs. rural) is associated with consumer attitudes toward high-definition television (HDTV) and other expanded television services. Respondents ( $n=200$ ) were questioned on prior exposure to information about the technology, sources of information, understanding of the technology, attitude toward it, price thresholds, factors that might influence adoption, and interest in expanding programming services that will accompany HDTV. Results indicated that location of residence was positively associated with the ability to accurately define HDTV, looking forward to adopting HDTV and expanding television services, the price one would be willing to pay, and whether there was a preference for HDTV and other expanded television services. The data also showed that knowledge of HDTV has not diffused to a majority of the population; fewer than one-third of the 200 respondents had even heard of HDTV. The majority of respondents who looked forward to HDTV were willing to spend more than \$500 for a receiver; rural respondents were less willing to pay higher prices for the technology. Finally, those willing to pay more for HDTV also reported greater interest in expanded television services. Four tables illustrate the findings, and an appendix contains a copy of the survey instrument. (Contains 50 references.) (Author/MAS)

**ED 381 148** IR 017 074

Willis, Dee Anna, Ed. And Others  
*Technology and Teacher Education Annual, 1995.*

Proceedings of the International Conference of the Society for Information Technology and Teacher Education (SITE) (6th, San Antonio, Texas, March 22-25, 1995).

Society for Information Technology and Teacher Education.

Report No.—ISBN-1-880094-14-2

Pub Date—95

Note—926p.; For the 1993 proceedings, see ED 355 937.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF06/PC38 Plus Postage.**

Descriptors—Computer Simulation, \*Computer Uses in Education, Elementary Secondary Education, \*Faculty Development, Higher Education, Hypermedia, \*Information Technology, Inservice Teacher Education, Instructional Design, \*International Programs, Postsecondary Education, Preservice Teacher Education, Special Needs Students, \*Teacher Education Programs, Teaching

Methods, Telecommunications

Papers from a conference on information technology and teacher education are presented. The 225 papers address the following topics: diversity and international perspectives; reading and language arts; mathematics; science; preservice teacher education; the educational computing course; graduate and inservice projects; faculty development; methods, concepts, and procedures; hypermedia; simulation; instructional design; preservice use of telecommunications; graduate, inservice, and faculty use of telecommunications; research; constructivist theories; technology diffusion in elementary, secondary, and postsecondary institutions; and information technology and teachers of special needs populations. The articles are divided into sections according to topic; and an introduction to, and summary of the articles is provided at the beginning of each section. (Author/AEF)

**ED 381 149** IR 017 075

Wilson, Brent G. And Others  
*Technology Making a Difference: The Peakview Elementary School Study.*

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—IR-98

Pub Date—94

Contract—RR93002009

Note—236p.

Available from—Information Resources Publications, Syracuse University, 4-194 Center for Science & Technology, Syracuse, NY 13244-4100 (IR-98: \$15 plus \$3 shipping and handling).

Pub Type—Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Academic Achievement, Computer Networks, \*Computer Uses in Education, Cooperative Learning, \*Educational Change, Educational Objectives, Educational Strategies, \*Educational Technology, Elementary Education, Instructional Improvement, Interviews, Microcomputers, Program Implementation, \*School Restructuring, Student Attitudes, Surveys, Teacher Attitudes, Teaching Methods  
Identifiers—Adams Arapahoe School District CO, \*Impact Studies, \*Technology Integration

Peakview is a new school that is implementing a number of organizational and teaching strategies advocated by the school restructuring reform movement. Among those strategies is the infusion of more than 80 networked microcomputers and related technology and software. This evaluation study examined the impact of the technology on the school community. Surveys, interviews with school personnel and students, and classroom observations were performed. Evidence was found that technology plays an essential role in facilitating the school's goals. Teachers are using the technology to adapt to needs and interests of students, and to increase the amount and quality of cooperative learning activities. Students use the technology for research and writing activities, and for instructional support in a variety of areas. Technology has changed the way teachers work instructionally and professionally, resulting in a net increase of hours and greater productivity, effectiveness, and satisfaction. The many factors contributing to this success form the basis of a set of recommendations provided for implementing technology in other schools. An overview of the study, a literature review, and the methodology used are discussed in chapters 1-3. Chapters 4-9 address the following issues: use of technology; impact on teaching; implementation factors; teacher attitudes; student achievement; and student attitudes. Conclusions and recommendations are offered in chapter 10. (Contains 43 references, 100 figures, and 19 tables.) (MAS)

**ED 381 150** IR 017 076

Benson, Gregory M., Jr.  
*SUNY Campus Leadership as a Catalyst for Developing Virtual Community Learning Systems.*

Pub Date—Apr 95

Note—40p.; Adaptation of an address and paper entitled "Creating the Learning Community: Considerations for the School Superintendent as Community Learning Manager," presented at the New England Conference on Technology and Education (Cambridge, MA, April 1, 1995).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Education, \*Community Education, Educational Strategies, \*Educational Technology, Elementary Secondary Education, Higher Education, Information Technology, \*Leadership, \*Lifelong Learning, Nonschool Educational Programs, \*School Community Relationship, Telecommunications

Identifiers—\*State University of New York

This paper reflects SUNY's (State University of New York) efforts at applying technology and telecommunications to improve the quality, accessibility, and productivity of educational programs and to enhance the return on the public investments in education. It is built upon the experiences of SUNY campuses, local schools, and industry which have focused on developing community application designs that are affordable and educationally sound. This paper outlines why SUNY leadership is necessary to foster community collaboration, shows the community benefits to be derived through assumption of this leadership role, and suggests actions for those willing to accept the challenge. Adult learning, technical training, workplace literacy, home-bound instruction and community learning sites are among the goals of the proposed community collaboration. Community leadership strategies discussed in section one include: (1) educational significance; (2) wide community applicability and access; (3) integration with sound educational practices and among the technologies themselves; and (4) collaboration among key community partners. Section two, "Needs and Directions," discusses nine issues to be considered in making a community effort; and "Where Are We Now?" compares the myth versus reality of educational technologies. In section three, 13 requirements of a community learning system design are outlined, and ten steps toward taking a community leadership role are presented in section four. Finally, section five argues that a community lifelong learning system is possible, and must be done. Specific SUNY community and statewide learning technology projects are discussed in an appendix. (MAS)

**ED 381 151** IR 017 077

*Community Update: Goals 2000, 1994-95.*  
Department of Education, Washington, DC.

Pub Date—95

Note—54p.; For the 1993-94 issues (n1-11), see ED 371 732.

Journal Cit—Community Update; n12-22 1994-95

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Children's Literature, Community Development, \*Educational Improvement, \*Educational Objectives, Elementary Secondary Education, Futures (of Society), Learning Activities, \*Meetings, \*National Programs, Newsletters, Professional Development, Teacher Attitudes  
Identifiers—\*Goals 2000, Internet, National Education Goals 1990

This document consists of 11 issues of the newsletter, "Community Update," published between April 1994 and March 1995. The newsletter provides information to help schools and communities reach the National Education Goals. Each issue contains announcements of monthly satellite town meetings; developments and issues relating to the Goals 2000: Educate America program; publications of interest; and the Goals 2000 Community Exchange where communities share answers and solutions for meeting goals. Also included in this series of issues are teachers' attitudes on professional development; Goals 2000 on the Internet; learning activities and a list of current children's literature; reports from the states; and a schedule Goals 2000 meetings broadcasts on the Discovery Network. (AEF)

**ED 381 152** IR 017 078

Ely, Donald P.  
*Technology Is the Answer! But What Was the Question?*

Pub Date—14 Apr 95

Note—19p.; The James P. Curtis Distinguished Lecture, Capstone College of Education Society, University of Alabama (April 14, 1995).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Computer Uses in Education, Educational Games, \*Educational Research, \*Educational Technology, Elementary Education, Higher Education, Learning Resources Centers, \*Program Effectiveness, Program Implementation, School Libraries, Shared Resources and Ser-

vices, Teacher Education, \*User Needs (Information), Use Studies

This paper examines how, why, and by whom technology is being used in schools. Educational technology is defined as the systematic design and use of hardware and software to achieve specific objectives. Recent studies indicate that the most frequent location of computers in schools is in the administrative office; second is in the library media center and third in a computer lab. Computers are used mostly for word processing, followed by drill and practice and educational games. The following rationales for using computers in schools are identified: social, vocational, pedagogic, and catalytic. In the United States, the social and vocational rationales are dominant. Some studies show that computer-based programs in elementary education benefit only the highest scoring students and students taught by teachers most knowledgeable about the computer system being used; in colleges and universities only about 10 percent of the faculty use technology in the classroom. Factors that contributed to one elementary school's successful use of technology were: availability of computers in the classroom; support and sharing of resources; a supportive district and principal; a strong computer coordinator; early and thorough teacher training; and user-friendly systems. Conditions leading to successful implementation of technology in schools are: dissatisfaction with the status quo; knowledge and skills; resources; rewards and incentives; commitment; leadership; time; and participation. The following ideas should be considered: creating conditions for learners to become responsible for their own learning; helping learners use the right tools; how to "humanize" technology; and helping learners raise the "right" questions. (Contains 14 references.) (AEF)

ED 381 153 IR 017 079

**Technology: America's Schools Not Designed or Equipped for 21st Century.** Statement of Linda G. Morra, Director, Education and Employment Issues, Health, Education and Human Services Division. Testimony before the Subcommittee on Labor, Health and Human Services, Education and Related Agencies, Committee on Appropriations, United States Senate.

General Accounting Office, Washington, DC. Health, Education, and Human Services Div. Report No.—GAO/T-HEHS-95-127

Pub Date—4 Apr 95

Note—26p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy, free, additional copies, \$2; 100 or more copies mailed to a single address discounted 25%).

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Audio Equipment, Computer Uses in Education, Data, Educational Equipment, \*Educational Facilities, \*Educational Technology, \*Electronic Equipment, Elementary Secondary Education, \*Needs Assessment, \*Problems, Schools, Surveys, Technology Education, Telecommunications, Video Equipment

Identifiers—Equal Access, General Accounting Office, \*Technological Infrastructure

In educating America's children for a technological world, schools must have the infrastructure in place before technology can be fully integrated into the curriculum. Findings of a national survey of school facilities concerning whether America's schools have appropriate technologies, such as computers, and the facility infrastructure to support these technologies are reported. Ten thousand schools were surveyed, augmented with visits to 10 selected school districts. Remarks address: (1) the need for technology in the nation's schools; and (2) problems schools report having in meeting those needs. It was found that, overall, the nation's schools were not even close to meeting their basic technology needs. Most schools do not fully use modern technology, and not all students have equal access to facilities that can support education into the 21st century, even those attending school in the same district. Appendix I discusses the four basic electronic systems comprising school communications technology: technology infrastructure, data systems, voice systems, and video systems. Appendix II offers relevant survey items with overall percent response. Appendix III provides data on technology elements. (MAS)

ED 381 154 IR 017 080

RIE AUG 1995

**Disk Operating System-DOS. Teacher Packet. Learning Activity Packets.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Report No.—92-008366; BO-1035

Pub Date—91

Note—92p.; Cover title: "Introduction to Disk Operating System DOS, Teacher Edition."

Available from—Oklahoma Department of Vocational and Technical Education, Stillwater, OK 74074-4364 (order no. BO 1035).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Computer Science Education, \*Computer System Design, Instructional Materials, Learning Activities, \*Learning Modules, Microcomputers, Postsecondary Education, \*Programmed Instructional Materials, Secondary Education, Teaching Guides

Identifiers—Commands, \*Disk Operating Systems

The Learning Activity Packets (LAPs) contained in this manual are designed to assist the beginning user in understanding DOS (Disk Operating System). LAPs will not work with any version below DOS Version 3.0 and do not address the enhanced features of versions 4.0 or higher. These elementary activities cover only the DOS commands necessary to enable the first time user to become comfortable and knowledgeable with the utility system software and the operational command manuals. LAPs are individual packets of instruction which allow a student to learn at his/her own pace. Each LAP outlines objectives and required materials, and provides numerous figures for illustration, test questions, and answers. Activities include: (1) "System Components/Disk Operating System"; (2) "Keyboard/System Boot/Default Drive"; (3) "File Names/Directory Command/Internal and External Files"; (4) "Format Diskette"; (5) "Copy/Compare/Erase Files"; (6) "Disk Organization/Set Up"; (7) "Remove Subdirectories"; (8) "Paths"; and (9) "Batch Files." The manual is preceded by a glossary of microcomputer technology and a list of DOS commands. (MAS)

ED 381 155 IR 017 084

Sinofsky, Esther R.

**A Copyright Primer for Educational and Industrial Media Producers. Second Edition.**

Association for Educational Communications and Technology, Washington, D.C.

Report No.—ISBN-0-89240-074-9

Pub Date—94

Note—277p.

Available from—Publication Sales Department, Association for Educational Communications and Technology, 1025 Vermont Ave., N.W., Suite 820, Washington, DC 20005.

Pub Type—Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

**Document Not Available from EDRS.**

Descriptors—Art Products, \*Copyrights, Disclosure, Drama, \*Educational Media, \*Fair Use (Copyrights), Federal Regulation, \*Legal Responsibility, Music, Printed Materials, \*Production Techniques, Scripts

This document examines copyright issues that can be encountered during a production of educational materials. The book is divided into two parts: part 1 discusses sections of the current Copyright Act; part 2 focuses on specific production-related issues. Highlights of part 1 include working definitions; background; what can and cannot be copyrighted; copyright ownership and rights; fair use; performance and display exemptions; duration of copyright; notice, deposit, and registration; and infringements and remedies. The selected production issues presented in part 2 are basic procedures; scripts, titles, characters, names, products, and locations; dramatic works; visuals and talent; music; printed materials; and public domain materials. Eleven appendices provide a directory; an inquiry form on out-of-print copyrighted music; a request for permission to arrange form; fair use guidelines for print materials, music, and off-air taping; sample copyright and title searches; an excerpt of R56a-form PA versus SR; and copyright application forms and office circulars. (Contains 367 references.) (AEF)

ED 381 156 IR 017 085

Garson, G. David

**Computer Technology and Social Issues.**

Report No.—ISBN-1-878289-28-4

Pub Date—95

Note—444p.

Available from—Idea Group Publishing, Olde Liberty Square, 4811 Jonestown Road, Suite 230, Harrisburg, PA 17109 (\$59.95).

Pub Type—Information Analyses (070) - Opinion Papers (120) - Books (010)

**Document Not Available from EDRS.**

Descriptors—Case Studies, Civil Liberties, \*Computers, Computer Security, Democratic Values, \*Information Policy, \*Information Technology, \*Political Issues, Power Structure, Privacy, Research Reports, \*Social Problems, Users (Information)

Identifiers—Computer Crimes

Computing involves social issues and political choices. Issues such as privacy, computer crime, gender inequity, unemployment, and electronic democracy versus "Big Brother" are addressed in the context of efforts to develop a national public policy for information technology. A broad range of research and case studies are examined in an attempt to throw light on issues foremost in the popular mind, but often neglected by the professionals in the field. The theme is that technology affects power—personal, organizational, and societal. Chapters include: "The Potential of Computing to Threaten Democratic Values"; "The Potential of Computers to Democratize American Life"; "Computer Technology and the Right to Privacy"; "Computer Crime, Information Security, and Information Rights"; "Social Impacts of Information Systems"; "Computing and Organizational Change"; "Information Technology and Global Competition"; and "Public Policy for Information Technology." There is a 107-page bibliography, and an appendix contains the ACM (Association for Computing Machinery) Code of Ethics and Professional Conduct. (MAS)

ED 381 157 IR 017 086

Khosrowpour, Mehdi Loch, Karen D.

**Global Information Technology Education: Issues and Trends. Series in Global Information Technology Management.**

Report No.—ISBN-1-878289-14-4

Pub Date—93

Note—517p.

Available from—Idea Group Publishing, Olde Liberty Square, 4811 Jonestown Road, Suite 230, Harrisburg, PA 17109 (\$45.95).

Pub Type—Books (010) - Information Analyses (070) - Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—\*Curriculum Design, \*Curriculum Development, Developing Nations, Doctoral Programs, Educational Strategies, \*Global Education, Higher Education, \*Information Science Education, \*Information Technology, International Cooperation, \*Masters Programs

This book provides insight into how countries around the world currently define their information science (IS) and information technology (IT) masters degree curriculum, and how they are responding to the challenge of internationalization. Global IT programs from both developed and developing countries are presented. Faculty and researchers are given access to course content, specific syllabi, and other materials so they can develop programs or individual courses in global IT, or incorporate global IT topics within existing curriculum. This book contains 16 chapters, organized into six sections. The first section introduces the issues related to delivering an internationally-oriented IT/IS curriculum. The second section contains two papers that discuss the significance of globalization to IT curricula. Section III offers a detailed examination of IT programs, the processes, and related issues to internationalizing the curriculum in different developing countries. Section IV presents experiences of several developing countries. Section V concerns useful strategies for teaching globalization. The last section discusses issues related to designing doctoral programs with an international component. A glossary of terms and authors' biographies are provided. (MAS)

ED 381 158 IR 017 087

Khosrowpour, Mehdi Amoroso, Donald

**Managing Microcomputer Technology as an Organizational Resource.**

Report No.—ISBN-1-878289-07-1

Pub Date—91

Note—407p.

Available from—Idea Group Publishing, Olde Liberty Square, 4811 Jonestown Road, Suite 230,

Harrisburg, PA 17109 (\$52.50).  
Pub Type—Collected Works - General (020) —  
Information Analyses (070) — Books (010)

#### Document Not Available from EDRS.

Descriptors—Administration, Artificial Intelligence, Computer Science Education, Computer Security, Information Management, Information Technology, Microcomputers, Organizations (Groups), Resources, Strategic Planning, Users (Information)

With the realization that microcomputers provide an extraordinary value to the organization follows the need to address a variety of issues in order to more effectively manage these resources. Each of the 14 chapters, consisting of papers written by different authors, represents a different perspective existing in organizations with respect to the microcomputer resource. The chapters are organized into six categories: (1) microcomputer technology as a strategic resource; (2) managing microcomputer technology; (3) microcomputer technology and end users; (4) artificial intelligence and microcomputer technology; (5) microcomputer security and protection; and (6) microcomputer education and training. The titles include: "Managing the Use of Microcomputers as a Strategic Tool" (Larry Oliva and others); "Mapping the Corporate Microcomputer Strategy" (Lawrence Oliva); "A Methodology for Microcomputer Planning and Development" (Darold Klauk); "Critical Success Factors in the Integration of Microcomputer Technology into Expanding Organizations: Five Case Studies" (Eli Chapatia); "Managing the Introduction of Information Systems Technology: The Case of Desktop Publishing as an Organization-Wide Resource" (Wallace A. Wood, Robert P. Behling); "Supporting End-User Application Development with the Information Transformation-Analysis-Management Model" (Karen Nantz); "A Framework for Addressing End-User Training Needs" Jane M. Mackay; Charles W. Lamb, Jr.; "An Architecture to Manage Artificial Intelligence Systems in a Microcomputer Environment" (Leopoldo Gemoets); "Software Selection: A Knowledge-Based System Approach" (D. G. Dologite); "Managing Microcomputer Security" (Kai S. Koong; H. Roland Weistroffer); "The Changing Environment of Software Copyright: The Case of Apple Computer v. Microsoft Corp." (Cherie S. Werbel; Phillip Werbel); "Disaster Preparedness for Microcomputer-Based CBIS" (H. V. Ramakrishna; B. S. Vijayaraman); "Computers in Education and Training" (Henry W. Collier; Carl B. McGowan); and "Microcomputer Education: Are Institutions of Higher Learning Providing Effective Microcomputer Training to Future Business Leaders?" (John Lanasa). (MAS)

ED 381 159 IR 055 083

Gilton, Donna L.  
Library Instruction-LSC 524. Fall, 1993.  
Rhode Island Univ., Kingston. Graduate Library School.

Pub Date—93  
Note—35p.

Pub Type—Guides - Classroom - Learner (051) —  
Guides - Classroom - Teacher (052)

#### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Libraries, Assignments, Bibliographies, Class Activities, Course Descriptions, Graduate Study, Higher Education, Library Education, Library Instruction, Library Schools, Reading Assignments

Identifiers—University of Rhode Island

This document presents the syllabus for Library Instruction at the University of Rhode Island. The course is designed to introduce students to the fundamentals of bibliographic instruction and concentrates in the following areas: the history, philosophy, and structure of library education; cognitive aspects of library instruction; forms of library instruction including tours, orientation, course-related instruction, informal instruction, credit courses, and point of use instruction; presentation techniques and the use of print, AV, and computer media to do library instruction; library instruction to a diverse public; library instruction to co-workers, support staff, administrators, teachers, instructors, teaching faculty, and others in the work environment; administration, coordination, and evaluation of library instruction; and coordination of library instruction among different types of libraries. The relevance of the course to other courses and to library science is noted, and a list of the required texts on reserve is provided. The assignments during the semester are: (1) coordination of an orientation or tour; (2) lectur-

ing on a specific subject; (3) designing a poster or sheet that explains how a library source or system works; (4) writing a term project/final examination which consists of a selection of one of the following projects: a library orientation audio or video tape, workbook, annotated bibliography, tracer bullet (mini-bibliographies), syllabus for a full-credit college course, curriculum for bibliographic instruction in a school media center, or a proposal for a bibliographic instruction program in a public school or academic library; and (5) class participation. Assignments are broken down into percentages of the total grade. A course outline presents weekly topics, required readings, and recommended readings. (AEF)

ED 381 160 IR 055 437

Adams, Judith A. And Others  
Electronic Information Access Technologies: A Faculty Needs Assessment.

New York State Univ. System, Albany.  
Spons. Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date—May 93

Note—93p; Some pages contain filled-in type.

Pub Type—Reports - Research (143)

#### EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Libraries, Access to Information, Administrators, Attitude Measures, College Faculty, Computer Uses in Education, Expenditures, Higher Education, Information Technology, Interlibrary Loans, Library Collection Development, Library Collections, Library Cooperation, Needs Assessment, Scholarly Journals, Shared Resources and Services, Surveys, Use Studies

Identifiers—Document Delivery, Remote Access, State University of New York

This report presents the results of a survey of the information needs, attitudes, and expectations of faculty, administrators, and other academic professionals in the four University Centers of the State University of New York. The study sought current faculty views on information technology and access, library collections, cooperative collection development, and library resource sharing. Findings include: (1) the most common obstacle to use of electronic information resources for faculty is a lack of knowledge about what is available, rather than lack of funds; (2) user training is a high-priority need; (3) faculty access to computers, modems, and printers, and use of electronic information sources are high, and access to campus networks is less than optimal; (4) humanities faculty, in comparison with faculty in social science, science, and in the Professional Schools, have significantly less access to computer and communications equipment and software, and to the campus network; (5) a majority of respondents report that their campus library contains 75% or more of the key items in their field; (6) 79% report using interlibrary loan (ILL), but a majority do so only infrequently; (7) 40% report that they would use an expedited document delivery service only if it were free; (8) acceptable ILL delivery times for books and journals differ slightly, but in both instances faculty expectations remain relatively modest; (9) respondents express an interest in initiating a wide variety of library transactions by computer from their homes or offices; and (10) a surprisingly high percentage of faculty use personal funds to buy needed publications. Six recommendations are offered to improve faculty access and information technology use, and thirty-six tables illustrate the findings. Appendices include: the paper, "Issues Facing Research Libraries: Summary and Discussion Groups," from the Council on Library Resources Project Symposium on Policy Issues in Cooperative Collection Development and Resource Sharing; "Technology Infrastructure Survey and Resource Sharing Needs Assessment," a proposal to the library directors; the faculty needs assessment survey instrument; information on the study's authors; and a 51-item bibliography. (MAS)

ED 381 161 IR 055 445

Kuntz, Patricia S. Thomas, Kristen  
Videography for African Content: Since 1980.

Wisconsin Univ., Madison. African Studies Program.  
Pub Date—[May 92]

Note—35p.

Pub Type—Reference Materials - Bibliographies (131)

#### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—African Culture, Costs, Filmography, Foreign Countries, Indexes, Information

Industry, Merchandise Information, Vendors, Videotape Recordings

Identifiers—Africa

This videography of African-related films was developed over several years. The project arose as a response to the requests by school districts, community and small colleges, and universities for a source of recent videos for rent or purchase. Three hundred twenty-one (321) African-content video titles are listed by distributor. Each citation indicates title, director, date of production, run time, purchase price (many distributors rent the videos for a reduced price), and the country or countries which the video is about. The index provides a cross-listing of titles, distributors, and country. (AEF)

ED 381 162 IR 055 446

Nitecki, Joseph Z.  
Philosophical Aspects of Library Information Science in Retrospect. Preliminary Edition.

Pub Date—95  
Note—1,247p; For a related work on metalibrarianship, see ED 363 346.

Pub Type—Information Analyses (070)

#### EDRS Price - MF09/PC50 Plus Postage.

Descriptors—Abstracts, Criticism, Essays, Higher Education, Information Science, Librarians, Library Science, Literature Reviews, Philosophy

Identifiers—Library Literature, Philosophical Research

This study is a sequel to "Metalibrarianship." The previous work formulated a specific model for the philosophical interpretation of librarianship, and the present essay provides a wide-ranging reference to different views on the philosophy of librarianship. The review of philosophical viewpoints about library information science (LIS) is provided in two parts: samples of contributions to the intellectual foundations of library and information science are analyzed in part I, and then they are abstracted in part II. Selection of entries is based on their relevance to the theme of this study, and by the appearance of the works in "Library Literature" under the heading "Librarianship-Philosophical Aspects." Some entries are exceptionally long because their authors either: (1) are not well known to the general readership in philosophy of librarianship; (2) developed their own philosophical viewpoints; or (3) participated in a long dialogue about the philosophical subject. Only a few of the essays analyzed offer developed philosophical models of librarianship, since at present the philosophy of librarianship has many missing pieces. Most essays provide insights to only some aspects of LIS or restate this insight in a nonphilosophical mode. This compilation is by no means complete, and is offered as a preliminary draft to the students of librarianship to build on, by expanding past and present contributions, adding syntheses of new ideas into the nature of recorded data, information or knowledge, and by elucidating new roles of the profession. Three appendices constitute part III: philosophers cited in the compendium (part II), references to selected names cited in the compendium, and a 103-page bibliography. (MAS)

ED 381 163 IR 055 456

Information Literacy Guidelines.  
Colorado Educational Media Association; Colorado State Dept. of Education, Denver.

Pub Date—Sep 94  
Note—11p.

Pub Type—Guides - Non-Classroom (055)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Guidelines, Information Literacy, Information Seeking, Information Skills, Information Technology, Librarians, Librarian Teacher Cooperation, Media Specialists, School Libraries, Users (Information)

Information literacy guidelines provide all students with a process for learning that is transferable among content areas and from the academic environment to real life. The responsibility for helping students achieve information literacy resides with library media staff, teachers, administrators, and the community. The following five information literacy guidelines are discussed in detail: the student (1) constructs meaning from information; (2) creates a quality product; (3) learns independently; (4) participates effectively as a group member; and (5) uses information technologies responsibly and ethically. The responsibilities of the library media specialist are outlined, and a rationale is given for the necessity of each of the five guidelines. A list of the information literacy guidelines writing project team members is provided. (MAS)

**ED 381 164** IR 055 457

South Carolina State Library State Government

Information Needs Survey.

South Carolina State Library, Columbia.

Pub Date—94

Note—16p.

Pub Type—Reports - Research (143) — Tests/

Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Evaluation Criteria, Futures (of Society), Government Employees, Information Needs, \*Library Services, \*Needs Assessment, \*Occupational Information, Public Libraries, Questionnaires, Resource Materials, \*State Government, \*State Surveys

Identifiers—\*South Carolina State Library

This document presents the questionnaire and results of a state government information needs assessment by the South Carolina State Library. The survey was designed to identify job-related information needs and to help State Library staff members improve their services. Of the 300 surveys mailed to state government employees, 142 were returned. Names were selected at random from the list of registered borrowers and from the employees. The following topics were covered: (1) the types of information or materials needed for work; (2) where the information for work is obtained; (3) what (if any) materials preparation is included in the job; (4) job functions; (5) who in the office helps get the information; (6) available materials and sources; (7) whether the State Library resources or services are used; (8) how contact is made with the State Library; (9) reasons for not using the services; (10) State Library services provided to state employees, and the frequency of their use; (11) whether the State Library hours are accommodating; (12) future services that would be useful; (13) impressions of the State Library; (14) other services and programs that the State Library should provide; and (15) whether the office (of the surveyed) has information resources that the State Library could use or refer to. The document contains the survey instrument and the results of each question. (AEF)

**ED 381 165** IR 055 458

Simpson, Carol Mann

Internet for Library Media Specialists.

Report No.—ISBN-0-938865-39-0

Pub Date—95

Note—162p.

Available from—Linworth Publishing, Inc., 480 East Wilson Bridge, Rd., Suite L, Worthington, OH 43085 (\$23.95).

Pub Type—Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Access to Information, \*Computer Networks, \*Computer Uses in Education, Electronic Mail, \*Elementary Secondary Education, Information Networks, \*Media Specialists, School Libraries, Transparencies

Identifiers—Archie (Internet), File Transfer Protocol, Gopher, \*Internet, Telnex, Veronica (Internet), Wide Area Information Servers, World Wide Web

This guide introduces the library media specialist to the Internet, its history and features, and provides information on specific uses of the Internet in school libraries and specific areas. Section 1, "What is the Internet?" introduces the reader to the Internet; electronic mail; telnet; file transfer protocol (FTP); wide area information servers (WAIS); Archie; Gopher; Veronica; and World Wide Web (WWW). Section two provides guidelines on "Introducing the Internet to Students," and discusses acceptable use policies, and Internet use with elementary, middle school, and high school students. Suggestions on "Introducing the Internet to Faculty and Staff," found in section 3, include an introduction to general education information, ERIC, library-specific information, and lists. Section 4 outlines "Uses of the Internet in School Libraries," including professional resources, reference, keypals and penpals, interactive games and fun, exploration, and the Internet Hunt. Section 5, "Uses of the Internet in Specific Content Areas," discusses Internet resources in English/language arts; math; science; social studies/history; foreign languages; fine arts/music; and physical education and health. Computer equipment and access is the subject of section 6, "Getting Online." Section 7 provides information on 18 Internet access points. A 30-item bibliography is included. Two appendices offer instruction in electronic mail and file transfer protocol (FTP), and eighteen transparencies are

provided which are intended to be used in Internet training. (MAS)

**ED 381 166** IR 055 459

Simpson, Carol Mann

Copyright for School Libraries: A Practical Guide.

A Special Report. Professional Growth Series.

Report No.—ISBN-0-938865-31-5

Pub Date—94

Note—102p.

Available from—Linworth Publishing, Inc., Ordering Dept., 480 E. Wilson Bridge Rd., Suite L, Worthington, OH 43085.

Pub Type—Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Audiovisual Aids, Computer Software, \*Copyrights, Facsimile Transmission, \*Fair Use (Copyrights), \*Information Policy, \*Information Sources, Interlibrary Loans, \*Legal Responsibility, Printed Materials, Public Schools, Reprography, \*School Libraries

Identifiers—Document Delivery

This monograph presents examples of typical public school situations involving copyright issues; the advice provided is based on a conservative interpretation of the copyright law. The following topics are discussed: history and liability; fair use; print materials; audiovisual works; computer software; interlibrary loan, photocopying, facsimile, and document delivery; permissions (copyright versus contract); implications for administrators; and the importance of a copyright policy. Appendices include the Mid-dietown Independent School District Copyright Compliance Agreement; copyright "dos and don'ts" for school librarians; useful sources of information; copyright warning notices; copyright policy; and copyright and plagiarism guidelines for students. A copyright question and answer section is also provided. (Contains 21 references.) (AEF)

**ED 381 167** IR 055 460

Study of an Audio Playback Machine Storage, Distribution, and Repair System. Options for Machine Operation. Study II, Part 1, Phase 2, Final Report.

ManTech Technical Services Corp., Fairfax, VA. Spons Agency—Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Pub Date—15 Mar 95

Contract—170251

Note—533p.

Pub Type—Reports - Research (143)

**EDRS Price - MF02/PC22 Plus Postage.**

Descriptors—\*Administration, \*Audio Equipment, Audiotype Recordings, Automation, \*Case Studies, Cost Effectiveness, \*Operations Research, \*Performance Factors, \*Repair, Research and Development, State Agencies, Talking Books

Identifiers—\*National Library Service for the Blind

This report presents the results of a management study of audio playback equipment operations conducted by the National Library Service, Library of Congress, its associated network of state and local machine lending agencies (MLA), and other parties that play a role in current operations. The objectives were to document current operations, identify problems, and recommend possible solutions that would mitigate or eliminate the identified problems. In addition to audio playback machine operations, this study focused on cassette book machine operations. The background to the study, objectives, constraints imposed on performance, and the methodology used are detailed in section 1. Section 2 contains a summary of current operations; a profile of organizations and functions; and descriptions of automation in current operations. Section 3 identifies findings, and section 4 discusses inventory management and other recommendations. Sections 5, 6, and 7 cover decentralized, regionalized, and centralized repair options. A cost benefit analysis of the three repair option scenarios is discussed in Section 8. Two addendums contain a profile of the typical MLA and a disposal audit. A list of acronyms and abbreviations is also provided. Detailed statistical and narrative information supporting the eight sections is shown in 50 exhibits and 77 appendices. (AEF)

**ED 381 168** IR 055 461

Information and Networking Technologies in Russian Libraries. UDT Occasional Paper #1.

International Federation of Library Associations and Institutions, Ottawa (Ontario). International Office for Universal Dataflow &amp; Telecommunications.

Pub Date—95

Note—24p.

Pub Type—Collected Works - General (020)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Access to Information, \*Character Recognition, Computer Networks, Foreign Countries, Higher Education, \*Information Technology, \*Library Networks, Online Catalogs, \*Online Systems, \*Optical Scanners, Telecommunications

Identifiers—Internet, \*Russia, Universal Dataflow and Telecommunications

The Universal Dataflow and Telecommunications (UDT) Occasional Papers distribute information on the use of networking, information technology and telecommunications by and of interest to the international library community. This occasional paper is comprised of three papers related to technologies in Russian libraries: (1) "The First Russian Computerized Library Network: Description and Perspectives of the LIBNET Project" (Yakov Shraiberg and Mikhail Goncharov); (2) "The Current State and Prospects of Online Systems in Russian Libraries" (Yakov Shraiberg); and (3) "Problems of Optical Character Recognition Technologies in Russian Libraries and Information Centres" (M. Goncharov; and D. Nikolaev). (MAS)

**ED 381 169** IR 055 462

Multiculturalism Bibliography: Selected Sources from the Collection of the New York State Library.

New York State Library, Albany.

Pub Date—Jan 94

Note—29p.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—American Indians, Art Materials, Asian Americans, Blacks, Business, \*Cultural Pluralism, Disabilities, Ethnic Groups, Ethnicity, Hispanic Americans, \*Library Collections, Library Statistics, \*Minority Groups, Music, Periodicals, Sex Discrimination, \*Social Discrimination

Identifiers—\*American Indians, Native Americans, \*New York State Library

This bibliography of selected sources from the New York State Library collection focuses on four minority groups: African Americans, Asian Americans, Hispanic Americans, and Native Americans. It also lists resources pertaining to other conditions that often cause individuals or groups to meet with discrimination such as age, disability, ethnicity, gender, sexual orientation, or weight. In addition to the bibliographic information, each entry contains the New York State Library call number in parenthesis to expedite the interlibrary loan process, if necessary. The sources are divided and highlighted as follows: general; census/statistical information; bibliography; cultural diversity; curriculum; history; arts and music; business; discrimination against minorities; and selected periodical articles. An electronic reference station is also provided, listing selected databases that are available in the Library. Multicultural education definitions are covered in the appendix. (AEF)

**ED 381 170** IR 055 463

Cohen, Bonnie Primus. Simkin, Linda S.

Library-Based Parent Resource Centers: A Guide to Implementing Programs.

New York Library Association, New York.

Spons Agency—New York State Developmental Disabilities Planning Council.

Pub Date—94

Contract—CO11521

Note—139p.

Available from—New York State Developmental Disabilities Planning Council, 155 Washington Ave., Albany, NY 12210; New York Library Association, 252 Hudson Street, Albany, NY 12210-1802.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Agency Cooperation, \*Child Development, Child Rearing, \*Developmental Disabilities, \*Library Services, \*Parent Education, Parent Materials, Preschool Children, Public Libraries, \*Resource Centers, Resource Materials

Identifiers—\*Parent Resources

Library-based parent resource centers are an innovative way of providing important parenting information to families, for promoting early identification of developmental needs in preschool children, and for identifying community resources

available to address these needs. The centers facilitate information and resource sharing among community agencies around parenting and developmental disability issues. This guide is designed for library staff interested in initiating or expanding parent resource center services in their community library. Each chapter provides information that will support the development of programs that: (1) help parents and professionals obtain a wealth of information on pregnancy, parenting, and child development and developmental disabilities in young children; (2) strengthen cooperative efforts with community service agencies and advocacy groups; and (3) increase positive visibility and support for libraries. The seven chapters are: "Introduction"; "Getting Started"; "Establishing Services"; "Engaging the Community"; "Training and Technical Assistance"; "Evaluation"; and "Making It Happen: Resources Needed to Develop Programs." The five appendices are: "Profiles of DDPC [Developmental Disabilities Planning Council] Funded Library-Based Parent Resource Centers"; "Sample 18-Month Timeline for Implementing a Library-Based Parent Resource Center"; "Reading Lists on the Development and Implementation of Library-Based Family Support Services"; "Sample Forms"; and "Guiding Principles for Parent Education and Support Programs." (MAS)

**ED 381 171** IR 055 465

*Podak-Kari, Maria*

**Estonia-Going Home Again: Returning to the Roots.**

Pub Date—27 Jun 94

Note—11p.; Speech given at the American Library Association Annual Conference (113th, Miami, FL, June 23-30, 1994).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Access to Information, Background, Depository Libraries, \*Fellowships, Foreign Countries, Library Acquisition, Library Automation, Library Collections, \*Library Development, \*National Libraries, \*Personal Narratives, Resource Allocation  
Identifiers—\*Estonia

This paper provides background on The National Library of Estonia (NLE), discusses a fellowship project for developing the National Library, and presents the impressions of the author, an Estonian American, who traveled to Estonia. The NLE looks to the West for automation, information, and institutional modeling. The NLE is Estonia's equivalent of the Library of Congress, but with a broader historic role in training librarians; it is the mandatory depository library for all books and magazines published in Estonia. The NLE's mission is to provide, preserve, and make available Estonian literature. There is widespread "technological friendliness" among National Library staff and public and school libraries in Estonia; much that is new and current comes through donations from contacts abroad and in Estonia. The NLE has a full conference center; a cafe; foreign reading rooms; a plan for a childcare facility; exhibit space; handicapped accessibility; and an arts division with musical scores, CD's, and recordings of Estonian composers and conductors. A mainframe computer that connects its operations, management development, and library automation are some of the needs that have been identified by the NLE. The fellowship project called for teaching and training to help develop operations in Estonia's Parliamentary Information Department. There was particular interest in acquisitions policies, techniques of analytical research, library automation systems, access to worldwide databases, and a general review of U.S. librarianship. (AEF)

**ED 381 172** IR 055 467

**Idaho Librarian Survival Manual. A Guide for New Librarians.**

Idaho State Library, Boise.

Pub Date—94

Note—82p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Instructional Materials, \*Librarians, Library Acquisition, \*Library Administration, Library Automation, Library Catalogs, Library Circulation, Library Collections, Library Cooperation, Library Funding, Library Material Selection, Library Personnel, Library Planning, Library Policy, Library Services, Library Statistics, \*Public Libraries, State Libraries  
Identifiers—\*Idaho, \*Training Materials

The purpose of this guide is to help new librarians in Idaho get started at their jobs. It provides a basic overview of library administration, policy, procedure, activities, and services. The following topics are covered: library law; working with the board of trustees; formulating and writing policies and procedures; budgeting and finance; personnel practices and laws; getting to know the collection; selection and acquisitions; the catalog and how materials are arranged; circulation procedures; public services responses to patrons; interlibrary loans and cooperation; keeping statistics; learning about automation; planning; and the mission of the State Library. (MAS)

**ED 381 173** IR 055 468

*Reinwand, Louis And Others*

**Plug in to the Utah Library Network, Reach Out to the World. Utah Library Network and Internet Training Handbook [for DOS]. Information Forum Publication #7.**

Utah State Library Div., Salt Lake City. Dept. of Community and Economic Development.

Pub Date—94

Note—151p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Computer Networks, Electronic Mail, Indexes, \*Information Networks, Interlibrary Loans, Online Catalogs, Professional Training, \*Public Libraries, \*Resource Materials, Teaching Guides

Identifiers—Archie, File Transfer Protocol, Gopher, \*Internet, Listservs, \*Utah Library Network, Veronica, Wide Area Information Servers, World Wide Web

This manual is designed to assist public libraries in Utah in their use of the Internet. Many of the examples used were created specifically to explain the use of products that the Utah Library Network provides for public libraries in Utah. The introduction provides background history and general information about the Internet and general instruction on the use of the manual. In the main body of the manual, instructions for accessing, directions for use, and examples are given for the following resources and services: OPACS (Online Public Access Catalogs), LIBS (Internet Access Software), CARL (Colorado Alliance of Research Libraries), Library of Congress, and FirstSearch WorldCat; E-mail and Interlibrary Loan; Indexes: FirstSearch, CARL Uncover, Wilsonline, and Vista; Listservs; Gopher Sites; Veronica; WAIS (Wide Area Information Server); Deseret News; Archie; Anonymous FTP (File Transfer Protocol); and WWW (World Wide Web). Reproductions of computer screens within each resource are provided for illustration. Four appendices include a 13-item bibliography, public catalog internet addresses, Archie telnet site addresses, and the Library Bill of Rights. (MAS)

**ED 381 174** IR 055 469

*Klatt, Edward C. And Others*

**Windows to the World: Utah Library Network Internet Training Manual.**

Utah State Library, Salt Lake City.

Pub Date—Mar 95

Note—136p.

Available from—World Wide Web at <http://www.state.lib.ut.us/internet.htm> (available electronically) or Utah State Library Division, 2150 S. 3rd W., Suite 16, Salt Lake City, UT 84115-2579 (\$10; quantity price, \$5).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Access to Information, \*Computer Networks, Computer Software, Electronic Mail, \*Information Networks, \*Information Systems, \*Librarians, Online Catalogs, Professional Training, Telecommunications  
Identifiers—\*Internet, Utah

This guide reviews the basic principles of Internet exploration for the novice user, describing various functions and utilizing "onscreen" displays. The introduction explains what the Internet is, and provides historical information. The introduction is followed by a listing of Internet hardware and software (freeware and shareware), both lists including information for PC-compatibles and Macintosh computers. Users are introduced to and instructed in the use of the following Internet systems and services: EWAN telnet; OPACS (Online Public Access Catalogs); CARL (Colorado Alliance of Research Libraries); FirstSearch; UMI (University Microfilm Inc.); Deseret News; Pegasus E-Mail; Listservs; WinVN Newsreader; Viewers; Netscape;

Mosaic; Gopher; Archie; and FTP (File Transfer Protocol). Over 100 computer screen reproductions help to illustrate the instruction. Contains 16 references and a form for ordering additional copies of this guide are provided. (MAS)

**ED 381 175** IR 055 470

**Subject Access for Students and Faculty in a Two-Year College Library Math Collection.**

Pub Date—94

Note—11p.; Paper presented at Annual Meeting of the Pennsylvania Association of Two-Year Colleges (Pittsburgh, PA, April 7, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Libraries, \*Comparative Analysis, Facility Inventory, Higher Education, \*Library Collection Development, \*Library Collections, Library Material Selection, \*Mathematics Materials, \*Two Year Colleges, Use Studies  
Identifiers—Core Collections, Pennsylvania State University Altoona Campus

This document is an overview of the problems that confront both librarians and library users in accessing materials in two-year library collections. It includes a brief discussion of library collection management concerns and issues, then focuses on the formulation of an evaluation strategy, its methods, findings, and results. The math collection of the Robert E. Eiche Library was evaluated through a physical inventory and a comparison of the results to holdings information in the online catalog, to the book by Lynn A. Steen, "Library Recommendations for Undergraduate Mathematics," and to holdings of other Penn State libraries. A list of books identified as primary sources was compiled to use as a basis for future purchasing. It was discovered that: (1) 23 titles in the stacks which were not originally on the online catalog were added; (2) 10 titles were identified as missing; (3) 11 titles listed in the online catalog did not appear in the shelf list, indicating the need to update the records; (4) 98 titles were withdrawn from the collection; (5) 25% of the core titles listed in Steen's guide are held by the Robert E. Eiche Library; and (6) 100 titles were submitted for possible purchase. It is concluded that access to materials can be enhanced by techniques of collection management: checking the actual use of materials can provide insight into patron use of materials. Collection evaluation helps to ensure that users and librarians are able to identify and use materials in the collection. (MAS)

**ED 381 176** IR 055 472

*Helal, Ahmed H., Ed. Weiss, Joachim W., Ed.*

**Information Superhighway: The Role of Librarians, Information Scientists, and Intermediaries.**

Proceedings of the International Essen Symposium (17th, Essen, Germany, October 24-27, 1994).

Essen Univ. (Germany). Library.

Report No.—ISBN-3-922602-19-3; ISSN-0931-7503

Pub Date—95

Note—488p.; Festschrift in honor of Frederick Wilfrid Lancaster.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF02/PC20 Plus Postage.**

Descriptors—Academic Libraries, \*Access to Information, \*Computer Networks, Cooperation, Developing Nations, Electronic Publishing, Foreign Countries, Higher Education, \*Information Networks, Information Technology, \*Librarians, \*Library Role, Library Services, Professional Training, Quality Control, Users (Information)  
Identifiers—\*Information Superhighway, \*Internet, Virtual Libraries

The emphasis of the symposium was the Internet, or information superhighway, and the provision of information services to end users. Many internationally recognized librarians shared their experiences and expressed their ideas on new developments and possibilities related to the information superhighway. The 34 papers presented at the symposium addressed the following issues: (1) definition, applications, cost, security, privacy, access, delivery, and ease of use; (2) strategies and tactics for accessing information on the superhighway, as well as concern for unauthorized use; (3) tremendous amounts of irrelevant information, and who will regulate the superhighway; (4) librarians and Internet developer cooperation in developing user-oriented services on the Internet; (5) electronic publishing of academic research; (6) provision of

access to users in the third world; (7) cyberspace as a process of virtualization, and the resultant virtual electronic library; (8) librarians should not only give access to electronic information, but also adapt their organizations to achieve full functionality of new developments; (9) collaboration among research centers, administrative groups and operational, informational, and resource staff in libraries and information systems is vital; (10) the impact of technology on academic libraries has resulted in increased access to resources in electronic form, calling for additional staff training; (11) the development of electronic resources has been so rapid that many information professionals have been left behind; (12) lack of information quality control, and increased forms of access require librarians to enhance resource selection activities; (13) access to resources no longer needs to be intervened by trained professionals, and the future role of the librarian is uncertain; (14) making electronic resources Internet accessible is a concern; (15) a discussion of projects involving scanning tables of contents of scientific journals to be accessed online; (16) libraries have to adapt their organization and management to achieve full functionality of new developments; and (17) implications and possible impact of distributed client-server computing to potentially facilitate use of the Internet as a global information resource which may be searched in its own right. The symposium agenda, list of participants, and list of participating vendors is also provided. Many papers contain references. (MAS)

**ED 381 177** IR 055 473

*Bruielheide, Janis H.*

**Copyright Issues for the Electronic Age. ERIC Digest.**

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-95-3

Pub Date—Apr 95

Contract—RR93002009

Note—4p

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Copyrights, Facsimile Transmission, Fair Use (Copyrights), \*Federal Legislation, \*Intellectual Property, \*Laws, Library Services, \*Multimedia Materials, Reprography

Identifiers—Copyright Law 1976, Department of Commerce, ERIC Digests

This digest focuses on a variety of issues confronting copyright law in the digital age. The current copyright law was adopted in 1976, and could not possibly have foreseen so many new technologies. However, it did attempt to cover all bases by using language which was intended to be somewhat elastic. A current report by the U.S. Department of Commerce, the "green report," has set forth some preliminary recommendations for dealing with digital information; the final report, the "white report," may result in proposed legislative changes to the copyright law. Areas in the report of special interest to educators and librarians include the discussion of the definition of multimedia, the right of "transmission," and library exemptions. Seven questions and answers concerning existing copyright law address copyright owner rights, fair use, "classroom exemption," lack of copyright and public domain, library scanning of reserve works into a database, and circulation of computer software. (Contains 11 references.) (MAS)

**ED 381 178** IR 055 474

*Smith, Marilyn E.*

**Access Points to ERIC: Update 1995. ERIC Digest.**

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-95-1

Pub Date—Apr 95

Contract—RR93002009

Note—4p

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Abstracts, \*Access to Information, Bibliographic Databases, \*Educational Resources, \*Information Services, \*Information Systems, Online Systems, Online Vendors, Optical Data Disks, Periodicals, Printed Materials, Publications

Identifiers—ACCESS ERIC, AskERIC, \*ERIC, ERIC Digests, Internet

ERIC has evolved from a research database into a multi-faceted information system. At the heart of ERIC is the world's largest education database, providing abstracts of more than 850,000 journal articles and documents from a wide range of public and private sources. The system also features a variety of additional products and services designed to put education information into the hands of people who need it. ERIC's goal of reaching diverse audiences, coupled with the rapid advancement of information technologies, has resulted in a larger than ever selection of access points to ERIC, the following of which are discussed in this digest: CD-ROM; online access through commercial services; locally-mounted systems and Internet access; print access; AskERIC; ERIC Digests and other ERIC publications; and ACCESS ERIC. Instructions are provided for acquiring ERIC articles and documents. (Contains 15 references.) (MAS)

**ED 381 179** IR 055 475

*Lopata, Cynthia L.*

**Integrated Library Systems. ERIC Digest.**

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-95-2

Pub Date—Apr 95

Contract—RR93002009

Note—4p

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Access to Information, \*Bibliographic Databases, \*Database Management Systems, Futures (of Society), \*Information Systems, \*Integrated Library Systems, Library Administration, \*Library Automation, Library Circulation, Library Technical Processes, Online Catalogs, Selection, Vendors

Identifiers—ERIC Digests

An automated library system usually consists of a number of functional modules, such as acquisitions, circulation, cataloging, serials, and an online public access catalog (OPAC). An "integrated" library system is an automated system in which all of the function modules share a common bibliographic database. There are several ways the integration of a system can be accomplished. The library can: (1) buy an integrated system from a single vendor; (2) purchase a variety of modules from different vendors and interconnect them; or (3) implement any number of purchased modules, then connect them to sources of information outside the library. Advantages of an integrated system include: duplication of effort in creating multiple copies of bibliographic records is eliminated; opportunities for errors are reduced when records are entered only once; and library staff and patrons can have access to all pertinent information at one location. Information is provided on the selection of an integrated system, implementation and management issues, and future trends in integrated library systems. A comparison is made between off-the-shelf and customized systems. (Contains seven references.) (MAS)

## JC

**ED 381 180**

*Ehrmann, Stephen C. And Others*

**The Future of Post-Secondary Education and the Role of Information and Communication Technology: A Clarifying Report.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

JC 940 649

Report No.—CERI/CD(94)11

Pub Date—25 Oct 94

Note—132p

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Computer Networks, \*Computer Uses in Education, \*Distance Education, Educational Assessment, \*Educational Change, \*Educational Technology, Faculty Development, Foreign Countries, Information Networks, Postsecondary Education, Teaching Methods, Technological Advancement

Most countries participating in the Organisation for Economic Co-operation and Development are faced with rapid economic and socio-cultural changes and growing demands for education and training. Postsecondary education faces the challenge of providing high-quality education for all adults who need it in a cost-effective manner. One of the most promising ways seems to be to develop self-directed learning at a distance. The status of distance education versus face-to-face education is changing rapidly for five important reasons: (1) the cost of self-instruction will be lower than that of comparable face-to-face courses over the long run; (2) although open and flexible learning institutions are gaining acceptance, distance learning has been seen as peripheral and of lower status than traditional education creating obstacles for the mobility of students between modes; (3) distance learning institutions have pioneered pedagogical innovations and forms of cooperation by teams of university teachers to design interdisciplinary courses; (4) good distance learning programs afford better student-teacher interaction than traditional lectures; and (5) technology is breaking down barriers of distance allowing students involved in the same course to communicate and form a virtual classroom. Technology is not only transforming distance education, but also conventional face-to-face education, by providing students with new possibilities for self-instruction. The introduction of technology in both distance and face-to-face education is a complex process that will be influenced by the combination of factors like ethos and culture. Contains 29 references. (KP)

**ED 381 181**

JC 950 037

*Jacobs, Alan*

**It's a River, Not a Lake: A Report on Instructional Technology for the Maricopa Community Colleges.**

Maricopa County Community Coll. District, Tempe, AZ. Maricopa Center for Learning and Instruction.

Pub Date—Jan 94

Note—44p

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Planning, Community Colleges, Computer Networks, Computer Software Selection, \*Educational Technology, Local Area Networks, Long Range Planning, \*Operating Expenses, \*Organizational Change, \*Program Costs, \*Technological Advancement, Two Year Colleges, Workstations

Identifiers—Maricopa County Community College District AZ

This report examines the effects of technological change on Arizona's Maricopa County Community College District (MCCCD) and assesses changes and progress made since the publication of MCCCD's Master Plan for Instructional Computing in 1986. The first section views constant change in computer technology as a running stream and examines the need for using resources to keep up with changes. The next section reviews planning assumptions and recommendations from the 1986 plan and measures progress at MCCCD as of 1993, indicating that student access to computer terminals has moved from 17 per terminal in 1986 to 7.7 per terminal in 1993 and that nearly all faculty and staff have networked desktop workstations. The next two sections describe the type of computing resources MCCCD would like to have in the future and issues of productivity, costs, learning/training, and understanding of change that present difficulties for reaching these goals. Finally, recommendations are offered for meeting future needs, including: (1) develop and implement a new learning paradigm for employee development which recognizes continual learning as a natural part of work; (2) support and encourage faculty who are preparing to relearn their art of teaching by utilizing new tools and techniques; (3) increase funding for instructional technology development for innovative projects; (4)

describe and assess the effects of technology on student learning; (5) provide a base level of capital funding for technology; and (6) begin a thorough study of organizational structural reform of MCCC. A chart of recommendations from the 1986 report and results is appended. (KP)

**ED 381 182** JC 950 039  
Hale, Carol

**Grants Management Handbook.**  
Maricopa County Community Coll. District,  
Tempe, AZ. Office of Grants Development and  
Management.

Pub Date—Jun 94

Note—90p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors—**\*Administrator Responsibility,  
Check Lists, Community Colleges, Contracts,  
\*Educational Finance, Financial Support, Grants,  
\*Grantsmanship, Guidelines, \*Program Adminis-  
tration, \*Program Proposals, Proposal Writing,  
Two Year Colleges

**Identifiers—**Maricopa County Community College  
District AZ

Based on the business practices of the Maricopa County Community College District (MCCCD), in Arizona, this handbook provides an overview of activities involved in starting up a new or continuing grant. The handbook begins with the negotiation process but focuses primarily on events after the grant is funded. Following a brief overview of the grant process, the following sections are provided: (1) negotiating with government funding agencies, including handling the initial call and several negotiating strategies; (2) the negotiator's responsibilities as a grants administrator, including a list of the files that must be maintained and a general account of the administrator's responsibilities; (3) key contacts for administrators at the college, district, state, and federal levels; (4) preparing for managing the grant, discussing the proposal, budgets, regulations, and notice of award; (5) managing supplies, equipment, and travel and hiring personnel; (6) hiring, reassigning, and supervising personnel; (7) managing the grant's funding; (8) time and records management; (9) preparing and revising the operational budget; (10) writing grant reports; (11) closing out the grant; (12) avoiding common errors; and (13) preparing for an audit. Appendices cover MCCCD Governing Board grants policy, board action items and acceptance forms, responsibilities of the District Director of Grants Development and Management, a grant writer's checklist, proposal planning and writing, tips for developing successful proposals, matching funds for grants, helpful MCCCD phone numbers, grant terminology, and monthly grant time records. (MAB)

**ED 381 183** JC 950 040  
Harper-Marinick, Maria, Ed. And Others

**Improving Learning through Technology. Ocotillo**

**Report 94.**

Maricopa County Community Coll. District,  
Tempe, AZ. Maricopa Center for Learning and  
Instruction.

Pub Date—94

Note—35p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**\*Advisory Committees, \*College  
Planning, Community Colleges, Computer Net-  
works, \*Computer Uses in Education, \*Educa-  
tional Improvement, \*Educational Technology,  
\*Faculty Development, Nontraditional Students,  
Programmed Instruction, Programming, Student  
Needs, Two Year Colleges

**Identifiers—**Maricopa County Community College  
District AZ, \*Ocotillo AZ

Began in 1988 to address issues of technology and education, the Maricopa County Community College District's (MCCCD's) Ocotillo program has expanded to provide a forum for faculty and staff to address general issues of the quality of learning and instruction in MCCCD through year-long committees on subjects of interest. This document features the year-end reports for 1993-94 of the following nine Ocotillo committees: (1) the Authoring Languages Committee, highlighting the need for college and district support of faculty programming activities; (2) the Emerging Technologies Committee, reviewing its efforts on the Internet and indicating that meeting attendance was poor; (3) the External Networks Committee, discussing the status of District networks, user training, newsgroup access, policy needs, and user expectations of MCCCD

faculty; (4) the Information Literacy Committee, describing the group's activities and plans for implementing an information literacy curriculum; (5) the Intellectual Rights Committee, reviewing the efforts of the committee to increase copyright law awareness, define copyright guidelines for multimedia, and develop a policy on proprietary rights; (6) the Mechanisms for Technology and Evaluation and Implementation Commission, identifying the methods in which technology may be integrated into college systems; (7) the Open-Entry/Open-Exit Committee, describing issues related to education that does not follow traditional timelines; (8) the Technology-Based Testing Committee, describing its efforts to identify models for a technology-based testing system; and (9) the Technology Training Committee, discussing its plan to train faculty to use current computer technologies. (MAB)

**ED 381 184** JC 950 041

O'Brien, Ed. And Others

**A Review of Enrollment Management: Issues and Strategies. Management/Marketing Special Project.**

Maricopa County Community Coll. District, Phoenix, Ariz.

Pub Date—[95]

Note—160p.

Pub Type—Reports - Descriptive (141) —  
Tests/Questionnaires (160)

**EDRS Price - MF01/PC07 Plus Postage.**

**Descriptors—**\*Business Education, Change Strategies, Community Colleges, \*Declining Enrollment, \*Enrollment Influences, Enrollment Management, Marketing, Multicampus Districts, \*Partnerships in Education, \*Strategic Planning, Student Characteristics, Student Recruitment, Trend Analysis, Two Year Colleges

**Identifiers—**Maricopa County Community College  
District AZ

This report presents findings and recommendations from a project undertaken by the Maricopa County Community College District (MCCCD) to determine reasons for a decline in business course enrollments and develop strategies to increase enrollments in management and marketing programs throughout the district. Following background information on the project, the decline in enrollments is viewed in a national context, reviewing factors contributing to business enrollment fluctuations and indicating that MCCCD experienced a 34.2% decline in business course enrollment from fall 1990 to fall 1993. Next, forces of change within the business environment and educational community in the 1990s are reviewed, and workplace skills for the future are identified, advocating the intertwining of business and educational efforts beginning at the junior high level. The next section provides a profile of the District's customer base, including information on market identification, characteristics of the current teen-age and returning/reentering adult populations, and trends in customer educational and career objectives. This section also presents results from a spring 1994 MCCCD self-study of management/marketing student characteristics and satisfaction and training needs of local businesses. Finally, a case is made for developing partnerships between business and education and recommendations in 18 areas are made for increasing marketing and management enrollment, including scheduling, advisement, recruitment/retention, delivery systems, curricula, marketing, and accountability systems. Appendices include the project proposal, survey instruments and results, and MCCCD statistical data. (KP)

**ED 381 185** JC 950 155

Jardine, Douglas K.

**Altering Governance.**

Pub Date—3 Mar 95

Note—42p.; Paper presented at a Community College Symposium held at the University of Arizona (Tucson, AZ, March 3, 1995).

Pub Type—Reports - Descriptive (141) —  
Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**\*Administrative Change, Administrative Organization, \*College Governing Councils, Community Colleges, \*Educational Legislation, Foreign Countries, \*Governing Boards, Organizational Change, \*Participative Decision Making, Power Structure, School Restructuring, Two Year Colleges

**Identifiers—**\*Bill 22 (British Columbia), \*British Columbia

Until recently, corporations of all kinds, including

educational institutions, were hierarchical structures. Today, the most successful private sector corporations are flexible collectives of teams and production units. To achieve this success, covenantal relationships, based on a shared commitment to ideas, values, goals, and management processes are established. While most public sector organizations have remained untouched by these developments, some colleges in British Columbia, such as Capilano College (CC) have voluntarily begun establishing covenantal relationships, and the provincial government has rewritten enabling legislation to force consultation among faculty, staff, students, administration, and boards of governors. Bill 22, the new legislation, changed the structure of community college governing boards from all government appointees to a mix of appointees, faculty, staff, and students. It also created an educational council of faculty, staff, students, and administrators to advise the board. The legislation is an attempt to capture in law the character and spirit of covenantal employee relationships. At CC, the board voted even before the passage of Bill 22 to bring in members from the college community as "ex-officio" members of the board, including one representative each from the faculty, staff, student body, and non-executive administrative group. It is essential that college boards adopt practices of participative management to deliver the quality of services that consumers need and want. (KP)

**ED 381 186** JC 950 160

Levallen, Willard Clark

**Multiple Measures in Placement Recommendations: An Examination of Variables Related to Course Success.**

Antelope Valley Coll., Lancaster, Calif.

Pub Date—29 Sep 94

Note—40p.

Pub Type—Reports - Research (143) — Tests/  
Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—**Community Colleges, \*Educational Background, \*Grades (Scholastic), Multivariate Analysis, \*Predictor Variables, \*Student Placement, Two Year Colleges, Two Year College Students

**Identifiers—**Antelope Valley College CA

A study was conducted at Antelope Valley College in California to explore the use of multiple measures in placement recommendations by examining variables potentially associated with success in writing, reading, and math courses. The study sample was all students who were assessed and enrolled in reading and writing courses in fall 1990, spring 1991, fall 1992, and spring 1993; and students enrolled in math courses in fall 1993 and spring 1994. Variables examined for their relationship with course success were age, high school grade point average (GPA), high school completion status, recency of formal schooling, years of high school English, grade in last English and math classes, highest level math class completed, recency of last math class, units planned and work hours planned. Chi-square analyses indicated that: (1) for writing courses, grade in last English class, units planned, and recency of schooling were strongly associated with success; (2) for reading courses, years of high school English, work hours planned, and recency of schooling were strongly associated with success; and (3) for math courses, success was strongly associated with high school grade point average, highest math class completed, grade in last math class, units planned, and recency of schooling. A number of cases were examined to measure the impact of multiple measures on placement recommendations, revealing that the majority of impact from this weighting falls on borderline scores. Though multiple measures are applied at the front end of the process, placement recommendations can be appealed through the prerequisite challenge process. (KP)

**ED 381 187** JC 950 165

Haden, Dan Wells Sue

**Evaluation Bias in Prior Learning Assessment Challenge Processes.**

Centennial Coll., Scarborough (Ontario). Centre for Instructional Development.

Spons Agency—Ontario Council of Regents, Toronto.

Pub Date—[94]

Note—16p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—**Age Differences, \*Cultural Differ-

ences, \*Evaluation Methods, Evaluation Research, Foreign Countries, \*Prior Learning, \*Student Characteristics, Technical Institutes, Test Bias, Test Format, Two Year Colleges  
Identifiers—\*Centennial College of Applied Arts and Techn ON

In 1993, the Centre for Instructional Development at Centennial College, Ontario, Canada received funding to investigate the effects of student diversity on prior learning assessment evaluation processes and to develop guidelines to respond to any effects demonstrated. A review of the literature identified six barriers to equitable evaluation: alienation; diminished self-confidence; slow reaction time; impaired vision and hearing; English language difficulty; and learning style. In addition, the literature suggested eight strategies to overcome the identified barriers: neutral language in evaluation instructions; scrutiny to assure bias-free test content; definition of clear outcomes; flexible evaluation to accommodate learning and culture and the use of various means of score analysis; self-administered tests and the provision of evaluation options to students; regular formative evaluation; extending peer-tutoring and other group models to the evaluation process; and performance-based assessment evaluating skills in a natural setting. A survey was conducted at Centennial College to identify evaluation methods that students and faculty felt provided the most fair and equitable opportunity to illustrate students' knowledge and skills. The survey obtained responses from 1,542 continuing education students, 1,688 full-time students, and 156 faculty. The study revealed that some cultural groups had a wide range of experiences with evaluation formats while others had only limited exposure; female students and students under 25 were more experienced with all formats than male students and older students; students who spoke only English at home had more experience with all formats; and students completing their highest educational level 1 to 3 years prior to the survey experienced a broader range of testing than students completing their highest educational level more than 3 years prior to the survey. Based on the literature review and survey findings, faculty were urged to define learning outcomes; carefully consider the evaluation format; examine contents closely; link things to connect personal experience with the challenge process; and provide formative features. (Contains 17 references.) (KP)

ED 381 188

JC 950 171

Prager, Carolyn And Others

**Multi-Source, Multi-Level Articulation in the Era of Health Reform: Articulating the Health Sciences to Health Services Administration Baccalaureate Programs.**

Pub Date—26 Mar 95

Note—9p. Paper presented at the Annual Meeting of the North Central Association (100th, Chicago, IL, March 26-29, 1995).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, \*Allied Health Occupations Education, \*Articulation (Education), Associate Degrees, Bachelors Degrees, \*Change Strategies, Community Colleges, \*Curriculum Development, \*Educational Change, Higher Education, Intercollegiate Cooperation, Nursing Education, Two Year Colleges

The education and reeducation of health care professionals remain essential, if somewhat neglected, elements in reforming the nation's health care system. The Pew Health Professions Commission (PHPC) has made the reform of health care contingent upon the reform of education, urging educational institutions to design core curricula with interdisciplinary emphases around 17 general competencies responsive to emerging systems of health care delivery. The PHPC has recommended model core curricula through broadly based majors and minors in allied health. The National Health Care Skill Standards Project is developing connected performance and content standards that link the academic core to occupational clusters. Senior institutions can help bring postsecondary health science education into congruence with impending changes through multi-source, multi-level articulation that provides more flexible vertical and horizontal access routes for different postsecondary health science populations to more generic baccalaureate completion programs. New baccalaureate completion programs should have: (1) an enrollment design that accommodates a heterogeneous student mix from the universe of clinical areas of

competency and different forms of licensure preparation; (2) a transfer credit design that maximizes access; (3) active cooperation between sending and receiving institutions in curriculum planning; and (4) a broadly integrated view of the entire health care delivery system. A description of the use of this approach by Franklin University and Columbus State Community College is included. (KP)

ED 381 189

JC 950 172

Bullock, Thomas K. And Others

**Educational Plant Survey: Polk Community College, June 6-10, 1994.**

Florida State Dept. of Education, Tallahassee. Office of Educational Facilities.

Pub Date—Jun 94

Note—66p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Campus Planning, Capital Outlay (for Fixed Assets), \*College Buildings, Community Colleges, Costs, \*Educational Facilities Planning, \*Enrollment Trends, Facility Improvement, \*Facility Inventory, Institutional Mission, Long Range Planning, School Space, School Surveys, \*Space Utilization, Two Year Colleges  
Identifiers—Polk Community College FL

Polk Community College's educational plant survey was conducted as a systematic study and evaluation of existing educational facilities and the determination of future educational plant needs. The educational plant survey is intended to assist the District Board of Trustees in the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college for the period from June 1994 through June 1999. The survey report contains 10 sections covering the following: (1) educational plant survey team; (2) preface; (3) introduction to the survey, including statutory foundations, procedural policies, and cooperative processes; (4) overview of the college, including a historical perspective and mission statement; (5) analysis of the student population, including computations of projections for capital outlay; (6) programs, services, and facility needs, including a program facility list for Winter Haven Campus and the Lakeland Joint-Use Facility; (7) inventory and description of existing sites and facilities; (8) plan for housing programs, students, and services; (9) analysis of capital outlay finances, including information on revenue sources, a schedule of bond issues and debt requirements, and lists of capital outlay expenditures by fund source and project type from 1988-89 through 1992-93; and (10) recommendations for educational plants, including specific recommendations for Winter Haven Campus and the Lakeland Joint-Use Facility and standard college-wide recommendations. (KP)

ED 381 190

JC 950 173

**Where Are We Going? Planning Assumptions for Community Colleges.**

Maas, Rao, Taylor and Associates, Riverside, CA. Pub Date—94

Note—18p. Broken print may affect legibility.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Planning, Community Colleges, Economic Factors, \*Educational Finance, Employment Patterns, Environmental Scanning, Financial Support, Futures (of Society), \*Long Range Planning, Occupational Information, Population Trends, \*Prediction, Technological Advancement, Trend Analysis, Two Year Colleges  
Identifiers—\*California

Designed to provide community college planners with a series of reference assumptions to consider in the planning process, this document sets forth assumptions related to finance (i.e., operational funds, capital funds, alternate funding sources, and campus financial operations); California state priorities; occupational trends; population (i.e., growth, ethnic composition, and age composition); technology; and 26 characteristics of the community college of the future. The assumptions are based on independent research, interaction with various public and private agencies, and the experience of research and consulting firms. Among the assumptions presented are the following: (1) district operational funds will increase no more than 2% to 3% per year for the next decade; (2) requests for state funding of capital projects are greater than state money to fund them; (3) revenue sources must be pursued from energy programs, real estate management, fee-based pro-

grams, private grants, public-private partnerships, public-public partnerships, and foundation activities; (4) employment in the greater Los Angeles Area continues to be dominated by service-related businesses (24.8%) and manufacturing (24%); (5) the impact of technology will totally change the variety and extent of learning opportunities available; (6) community colleges will have the capability to deliver 24-hour instruction with a variety of technological devices; (7) colleges will be networked electronically across district boundaries; (8) colleges will cater to part-time students; (9) the community college will be the primary center for retraining the work force; (10) individualized instruction will be a major emphasis of instructional delivery; and (11) the role of faculty will change from dispenser of information to manager of the instructional process. A list of major issues in education and master planning questions is included. (KP)

ED 381 191

JC 950 174

Taylor, Lyndon E. Maas, Michael L.

**The Community College of the Future.**

Maas, Rao, Taylor and Associates, Riverside, CA. Pub Date—13 Apr 95

Note—12p.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Planning, Community Colleges, \*Educational Change, Educational Facilities Planning, \*Educational Innovation, \*Futures (of Society), Nontraditional Education, \*Prediction, \*Technological Advancement, Two Year Colleges

In the future, community colleges will need to possess certain functional and structural characteristics to be relevant to the rapidly changing educational requirements of students of the 21st century and to the social, economic, and occupational needs of the communities they serve. The community college of the future will: (1) deliver instruction at any time of night or day; (2) provide alternative ways of learning according to students' individual learning styles and time schedules; (3) be networked electronically across district boundaries; (4) be primary centers for workforce retraining; (5) enter wide-spread contract education and cooperative agreements with business and industry; (6) cater to the needs of the part-time student; (7) offer self-paced technology-based instruction; (8) associate with other educational institutions at all levels of instruction to form learning complexes; (9) provide counseling that assumes a greater diagnostic and prescriptive function; (10) assume a greater leadership role within the community; (11) become more entrepreneurial and look to alternative sources of income; (12) allow faculty greater participation in policy making; (13) operate on a year-round, 24-hour schedule; and (14) contract out for many services presently provided by staff. The learning environment of the future will feature student success centers as an alternative to classroom-based learning, affording students enhanced opportunities for self-paced, individualized learning that can be accessed from on- or off-campus. A major feature of the future will be the development of the "Electronic College," that is electronic enhancements to information transfer and the campuswide interconnection of all learning and support services. Finally, new facilities construction of campus will increase the responsiveness of the college to change and underline the need to remain flexible. (KP)

ED 381 192

JC 950 175

Taylor, Lyndon E. Maas, Michael L.

**The Education Malt: "A 21st Century Learning Concept."**

Maas, Rao, Taylor and Associates, Riverside, CA. Pub Date—13 Apr 95

Note—11p.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Educational Change, Educational Facilities Planning, Financial Support, Futures (of Society), Models, \*Nontraditional Education, \*Partnerships in Education, \*School Business Relationship, Two Year Colleges

Identifiers—\*Education Malls

Real change in education has been hampered by at least three forces: education's lack of a vision of where society is moving and how education should play a part in this movement; the human makeup of educational institutions; and the need for the devel-

opment of a new model for financing public post-secondary education. Regardless of these difficulties, a paradigm shift is required in postsecondary education to make the educational process more focused on student needs, more efficient, more convenient. A model needs to be developed that shifts the cost burden of education from taxpayers. The Educational Mall concept represents a 21st Century educational delivery center integrating a broad range of collegiate-level education services with area business and industry and community redevelopment. Included within the mall could be: (1) stores which double as merchandising and marketing laboratories; (2) a small business incubator offering training and counseling; (3) an assessment center; (4) food services which meet the needs of the community and serve as training labs for culinary arts programs; (5) a business skills center; (6) a child care center providing child care, parenting classes, and early childhood education training; (7) a basic skills center; (8) a high technology learning center; (9) a contract education center; (10) a tutorial center; (11) a fitness center; (12) a women's center providing re-entry, health, and wellness counseling; (13) a conference center; (14) a dental clinic to provide services and training; and (15) an entertainment center. The idea of an education mall is driven by such factors as limited state and national funding for education; a continuing need for better-trained workers; increasing part-time college attendance; students' needs to combine upper- and lower-division classes and occupational and recreational classes at one convenient location; the expense of traditional campuses; the role of assessment in re-training; and the ability of learning resource centers to interact with various databases and interactive cable television for instructional delivery. (KP)

**ED 381 193** JC 592 176

*Rouche, John E. And Others*

**The Company We Keep: Collaboration in the Community College.**  
American Association of Community Colleges,  
Washington, DC. National Center for Higher Education.

Report No.—ISBN-0-87117-282-8

Pub Date—95

Note—387p.

Available from—AACC Publications, P.O. Box 311, Annapolis Junction, MD 21701 (\$30; \$25 members).

Pub Type—Information Analyses (070) — Books (010) — Collected Works - General (020)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**\*Community Colleges, Community Involvement, Corporate Support, \*Partnerships in Education, \*School Business Relationship, School Community Programs, \*School Community Relationship, Two Year Colleges

In this book, the chief executive officers of 14 community colleges, the director of a state agency, and the director of a national project share their experiences about partnerships, collaborations and alliances. The following chapters are included: (1) "Chapter and Verse: How We Came To Be Where We Are," by Lynn Sullivan Taber; (2) "Community Colleges and Collaboration," by J. Richard Gilliland; (3) "Community Is Our Middle Name," by Robert McCabe; (4) "Community Colleges as a Nexus for Community," by Byron N. McClenney; (5) "Collaboration at Chattanooga State," by James Catanzaro; (6) "Partnerships at Humber College: A Pathway to Institutional Success," by Robert A. Gordon; (7) "Partnerships: The Parlaying Principles," by Carl M. Kuttler, Jr.; (8) "Community College Partnerships: A Door to the Future," by Norm Nielson; (9) "Building the Community College of the Future through Partnerships," by Thomas E. Barton, Jr.; (10) "The Great Balancing Act: Community Needs Versus Resources," by Jerry Sue Thornton; (11) "Academic Rhetoric Versus Business Reality," by Paul C. Gianini, Jr., and Sandra Todd Sarantos; (12) "The Dallas Commitment: Partnerships in the Era of Collaboration," by J. William Wenrich and Martha Hughes; (13) "A State and Local Initiative To Create a Workforce Development Partnership," by Sally J. Andrade and Dale F. Campbell; (14) "Repositioning the College as an Essential Community Partner," by James L. Hudgins and Starnell K. Williams; (15) "Information Technology," by David H. Ponzit; (16) "The Role of Community College in Building Communities through Coalitions," by Janet Beauchamp; (17) "A Mission of Leadership," by Charles C. Spence, Carol Spalding Miner, and Tracy A. Pierce; and

(18) "Striking a Balance: Creating the Collaborative Mosaic," by John E. Rouche, Lynn Sullivan Taber, and Suzanne D. Rouche. Appended are a list of resources and a list of contact persons. (KP)

**ED 381 194**

*Rouche, John E. And Others*

**Strangers in Their Own Land: Part-Time Faculty in American Community Colleges.**

American Association of Community Colleges,  
Washington, DC. National Center for Higher Education.

Report No.—ISBN-0-87117-283-6

Pub Date—95

Note—201p.

Available from—AACC Publications, P.O. Box 311, Annapolis Junction, MD 21701 (\$27.50; \$23 members).

Pub Type—Information Analyses (070) — Books (010) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**\*Community Colleges, \*Employment Patterns, Faculty Development, Faculty Evaluation, Faculty Recruitment, \*Part Time Faculty, \*Personnel Policy, School Orientation, Two Year Colleges

Drawing from a national survey of community colleges, this book documents trends in the employment and integration of part-time faculty in American community colleges. Chapter 1, "Focusing on the Problems: Part-Time Faculty in American Community Colleges," describes the economic, technological, and demographic imperatives generating the increased employment of part-timers. Chapter 2, "Taking a Wide-Angle Picture: Surveying How American Community Colleges Use Part-Time Faculty," describes the methodology and major findings of the survey. Chapter 3, "Taking the Critical First Steps: Recruitment, Selection, and Hiring," reviews survey and literature review findings regarding the identification and employment of part-time faculty. Chapter 4, "Orientation: Welcome to the Community," reviews survey and literature review findings concerning activities that help part-time faculty become familiar with the college and its students. Chapter 5, "Faculty Development and Integration: Doing the Right Things for the Right Reasons," reviews what is known about the goals and objectives of successful faculty development activities. Chapter 6, "Inspecting the Expectations: Conducting Faculty Evaluation," reviews the effectiveness of faculty evaluations plans that promote growth and development for all faculty. Chapter 7, "Creating the Mosaic for a Common Cause: Putting the Pieces Together," briefly reviews the issues developed throughout the book, surrounding the employment and integration of part-time faculty in American community colleges. Contains the survey instrument and a 14-page bibliography. (KP)

**ED 381 195**

*Griffin, W. A., Jr., Ed.*

**Small Colleges, Big Missions.**

American Association of Community Colleges,  
Washington, DC. Commission on Small/Rural Community Colleges

Report No.—ISBN-0-87117-285-2

Pub Date—95

Note—66p.

Available from—AACC Publications, P.O. Box 311, Annapolis Junction, MD 21701 (\$22; \$18 members).

Pub Type—Opinion Papers (120) — Collected Works - General (020)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**Community Colleges, Community Services, Educational Change, Fund Raising, Institutional Research, Literacy Education, Minority Groups, \*Rural Education, School Business Relationship, \*Small Colleges, Student Recruitment, Two Year Colleges

This monograph by the members of the American Association of Community Colleges' Commission on Small and/or Rural Community Colleges shares small and rural community college experiences. In "Leaders through Community Service," Jacqueline D. Taylor provides a model for how small and rural community colleges can be involved in building leaders through community services. "The Role of Institutional Research," by Ford Craig and W. A. Griffin, Jr., explains the role of institutional research in decision making. "Small Colleges and Business Partnerships," by William J. Hierstein,

gives practical advice about forming partnerships which benefit both parties. "Educational Reform: It's the Economy, Stupid, or Is It?" by Stephen J. Kridelbaugh, looks at educational reform in terms of economic competitiveness, professional and technical training, accountability, and Oregon's experience with reform. "Advocacy for Literacy: A Blueprint for Action," by Ruth Mercedes Smith, Sandra Feaver, and Vicki Andersen considers the need for literacy education in rural areas and the imperative for community colleges to take a leadership role in this area, and describes the literacy program at Highland Community College in Illinois. "Minority Recruitment at Rural Colleges," by Julius R. Brown, reminds community college leaders of their responsibility to recruit minorities. "External Fund Development: The Gold Medal," by Paul Alcantra, relates the current fund-raising efforts of Cerro Coso Community College in California. Finally, "Evidencing Effectiveness," by W. A. Griffin, Jr., describes the Mid-Plains Community College Area's responses to accreditation team recommendations concerning its role and mission statement, strategic planning process, and outcomes assessment plans. (KP)

**ED 381 196**

*Baker, George A., III And Others*

**Team Building for Quality: Transitions in the American Community College.**

American Association of Community Colleges,  
Washington, DC. National Center for Higher Education.

Report No.—ISBN-0-87117-286-0

Pub Date—95

Note—223p.

Available from—AACC Publications, P.O. Box 311, Annapolis Junction, MD 21701 (\$30; \$25 members).

Pub Type—Information Analyses (070) — Collected Works - General (020) — Books (010)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors—**\*College Administration, College Presidents, \*Community Colleges, \*Educational Quality, \*Governance, Leadership Training, Management Development, Organizational Change, \*Organizational Development, Professional Development, Strategic Planning, \*Team Training, Two Year Colleges

Organized around the themes of quality and team building, this book contains essays by community college practitioners who address various structural or thematic aspects of the community college. The book contains these articles: (1) "A Team Approach to Institutional Quality: Toward a Model," by George A. Baker, III, and Vaughn Mamlin Upshaw; (2) "The President and the Board: A Team of Leaders," by George R. Boggs; (3) "The Chancellor and the Multicampus Team: An Application of Life Cycle Theory," by Jeff Hockaday and Philip J. Silvers; (4) "The President and the Executive Leadership Team: Solving Strategic Problems," by George R. Boggs; (5) "The Academic Team: A Case Study of Shared Governance," by Sandra Acebo and others; (6) "Building Bridges: A Team Approach to Transforming Student Services in the Community College," by Marguerite McGann Culp; (7) "The Team Approach to Managing Resources: An Open Systems Approach," by Lester W. Reed, Jr.; (8) "Team Building, Quality Initiatives, and Strategic Planning: A Consolidated Approach," by Constance M. Haire and Barry W. Russell; (9) "The Staff and Professional Development Team: Beyond Access," by Helen M. Burnstad and Amy Lee Fugate; (10) "Gender and Equity Issues in Team Building: A New Management Paradigm," by Rosemary Gillett-Karam; and (11) "Team Building for Collaborative Learning: A Quality Initiative," by George A. Baker, III, and Ann V. Doty. Contains 58 references. (KP)

**ED 381 197**

*Phillippe, Kent A., Ed.*

**National Profile of Community Colleges: Trends & Statistics, 1995-1996.**

American Association of Community Colleges,  
Washington, DC.

Report No.—ISBN-0-87117-278-X

Pub Date—95

Note—95p.

Available from—AACC Publications, P.O. Box 311, Annapolis Junction, MD 21701 (\$65; \$50 members).

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01 Plus Postage. PC Not Available**

able from EDRS.  
 Descriptors—Administrators, Associate Degrees, Census Figures, \*College Faculty, \*College Outcomes Assessment, \*Community Colleges, \*Educational Finance, Educational Trends, \*Enrollment, Enrollment Rate, Expenditures, Income, Labor Market, National Surveys, Salaries, Staff Utilization, Statistical Data, Student Characteristics, Student Costs, Student Financial Aid, Tables (Data), Teacher Salaries, Two Year Colleges, \*Two Year College Students

Drawing information provided by regional accrediting agencies and from the American Association of Community Colleges' database, this publication provides a broad statistical overview of the all public and independent two-year colleges in the United States using extensive tables, charts, and graphs. Chapter 1 includes information on the number of community colleges by type of control; a comparison of public community colleges and public four-year colleges in term of headcount enrollment, freshmen and minority enrollments, average expenditures, average annual tuition, and average federal aid amount per student; estimated percentage of state populations over age 17 attending community colleges, and number of community colleges by state. Chapter 2 focuses on student enrollment and student characteristics, including attendance status, sex, racial/ethnic background, and age, and distribution of reported disabilities. Chapter 3 looks at indicators of community college impact, including remedial/developmental education, involvement in workforce training, associate degrees conferred, degrees conferred on international students, programs with excellent job prospects, median income, and transfer rate. Chapter 4 focuses on student tuition, fees, and financial aid. Chapter 5 explores institutional revenues and expenditures, and provides information on community college employees, including type of work, sex, employment status, and salaries. Finally, chapter 6 provides an essay on the future of the community college. (KP)

**ED 381 198** JC 950 181  
 Analysis of Enrollments, Fall Quarter (FY 1994-95), with Comparative References to Historical Trends.

Sinclair Community Coll., Dayton, OH. Office of Institutional Planning and Research.

Pub Date—[Nov 94]

Note—133p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Community Colleges, \*Enrollment Rate, \*Enrollment Trends, \*Intellectual Disciplines, Statistical Data, \*Student Characteristics, Tables (Data), Trend Analysis, Two Year Colleges, \*Two Year College Students

Identifiers—Sinclair Community College OH

Fall 1994 enrollment data for Sinclair Community College (SCC), Ohio, are presented and analyzed in this report. The report begins by presenting fall enrollments in fiscal year (FY) 1993-94, and tracing full-time equivalents (FTE) and headcount enrollments at the college from FY 1976-77 to FY 1994-95. After comparing SCC enrollments with those of peer institutions in Ohio, the report looks at non-credit registrations and activities. The next section focuses on student characteristics, including day/evening status, gender, full/part-time enrollment, ethnic background, age cohort, and age by current student status. The following section considers division enrollments, including an analysis of market share by division, student load analyses, and FTE enrollment by division and discipline. Finally, the report offers information on applicants and registrants by division. Report highlights include the following: (1) there was a notable decrease in both fall headcount (-4.17%) and FTE (-2.89%), the first decline in headcount since fall 1985 and in FTE since fall 1986; (2) enrollment was down by 2.8% statewide in public colleges and universities in fall 1994 compared to the prior year; (3) at SCC, full-time students accounted for nearly 31% of total enrollment, representing the highest ratio of full-time enrollment to total enrollment in the 14 years under study; and (4) divisional FTE increased in fall 1994 for the Allied Health, Engineering, and Fine & Performing Arts Divisions, and decreased for the Business, Extended Learning/Human Services, and Liberal Arts & Sciences Divisions. (KP)

**ED 381 199** JC 950 182  
 Ortega, Sheila Richards, Beverly  
 Contract Training and Computer-Assisted Instruc-

RIE AUG 1995

tion at Santa Fe Community College.

Santa Fe Community Coll., NM.

Pub Date—Feb 95

Note—21p.; Paper presented at "Workforce 2000," the Annual Conference on Workforce Training of the League for Innovation in the Community College (Jrd, San Diego, CA, February 8-11, 1995).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Colleges, \*Computer Science, \*Individualized Instruction, \*Industrial Training, \*Labor Education, Program Descriptions, \*School Business Relationship, Two Year Colleges

Identifiers—\*Contract Training, Santa Fe Community College NM

In summer 1993, Santa Fe Community College, New Mexico, created the External Programs Division (EPD) under its credit instruction program to serve the needs of non-traditional students. The EPD encompasses contract training, the Flex Lab, distance education, the AutoDesk Training Center, an Alternative Fuels program, and the corrections training program for prison inmates. The Flex Lab offers 29 courses in various disciplines, focusing primarily on computer operations. Students have the option to enroll late into the semester, work at their own pace, and work at the assignments at times and on days convenient for them. In January 1994, the Flex Lab had 99 students at the beginning of the semester, and had doubled its enrollment by the time classes closed on March 31. In spring 1995, 453 students enrolled. The contract training program has a heavy audience from state government and local business. Merging contract training with the Flex Lab provides an effective, affordable solution to business training needs. Advantages to merging these two programs include the following: (1) flexible scheduling eliminates the need for many employees to be out of the office at one time; (2) the self-paced, mastery learning courses accommodate students who can master course objectives very quickly and others who may progress more slowly, returning all students to the workplace with the needed skills; and (3) lack of competition and the ability for students to move at their own pace creates a better learning situation. The college is discussing a format whereby companies could pay a flat fee and then enroll a certain number of students over time, allowing employees to pursue different topics of interest at the reduced rates of the contract courses. A list of current Flex Lab courses is appended. (KP)

**ED 381 200** JC 950 183

Bartlett, Carolyn Abell, Patricia

Understanding the Transfer Student—Or Are We?

Pub Date—Feb 95

Note—17p.; Paper presented at the Annual National Transfer and Articulation Symposium (1st, Tucson, AZ, February 24-25, 1995) and at the Annual Meeting of the American Association of Collegiate Registrars and Admissions Officers (81st, April 1995).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Persistence, \*Articulation (Education), Associate Degrees, \*College Graduates, \*College Transfer Students, Community Colleges, Higher Education, \*Participant Satisfaction, State Universities, Student Personnel Services, Two Year Colleges, Two Year College Students

Identifiers—\*Illinois

Within the state of Illinois, the higher education structure includes many private institutions, a community college system, and four university systems. Since the early 1970s, efforts have been made at both institutional and state levels to improve articulation and transfer. Research conducted at Illinois State University (ISU) indicates that the transfer student population has become an increasing segment of the undergraduate student population, concomitant with an undergraduate enrollment reduction program designed to bring undergraduate enrollment to a level supported by existing fiscal resources. Within 7 years, fall undergraduate enrollment went from 28% to 39% transfer students, while at the upper division level, transfers increased from 44% to 52%. To improve service to transfer students, ISU implemented an on-line course articulation system in 1987, and conducted studies in fall 1994 of services provided to transfer students and of the persistence and graduation rates of transfer stu-

dents. Over half of the students responding to the services survey had used registration, department/college advisement, student financial aid, student health, and records services, and with the exception of student financial aid services, over 60% of the respondents had positive evaluations of these services. Persistence rates for the fall 1983 to fall 1994 cohorts showed a persistence rate to the second year ranging from 70.5% to 80.3%, compared to a range of 71.9% to 80.4% for new beginning freshmen for the same time span. Transfer student continuation rate for the third year ranged from 38.4% to 43.4% compared to a range of 59.7% to 69.8% for new beginning freshmen. Graduation rates for new beginning transfer students were in a range from 22% to 33.5% at the end of 2 academic years. (KP)

**ED 381 201** JC 950 184

Community College Program Length, Report and Recommendations of the Florida Postsecondary Education Planning Commission, 1994, Report 3.

Florida State Postsecondary Education Planning Commission, Tallahassee.

Pub Date—Jan 95

Note—44p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Associate Degrees, \*College Credits, Community Colleges, \*Degree Requirements, General Education, \*Program Length, \*State Standards, Statewide Planning, Two Year Colleges

Identifiers—\*Florida

The 1994 Florida State Legislature directed the Postsecondary Education Planning Commission to conduct a review of selected Associate in Science (A.S.) community college programs to determine the effect of program length on student completion rates, licensure passing rates, job placements, average earnings, and performance in further postsecondary education. The Commission selected 14 programs that displayed the largest variance in semester credit hours (SCHs), were limited access programs, and/or were identified by the Florida Chamber of Commerce as those leading to "Top Jobs in Florida." Although a statistical analysis was not conducted on students enrolled in Associate in Arts (A.A.) programs, the Commission found that the length of A.A. degrees has expanded beyond the traditional 60 semester credit hours (SCHs) at every community college except three. General education (GE) requirements at many colleges have also expanded beyond the minimum 36 SCH mandated. Based on statistical data analysis of the AS programs, it does not appear that program length has a significant effect on any of the specified student outcomes. Based on study findings, the Commission recommended that the number of student credit hours in A.A. degree programs be limited to 60 SCHs, and that the A.S. degree should be awarded upon satisfactory completion of not less than 60 college credits including 18 hours of general education requirements. (KP)

**ED 381 202** JC 950 188

Henderson, Cathy

Undergraduate Certificate Programs of Less than Two Years: 1991-92, Research Briefs, Volume 6, Number 1, 1995.

American Council on Education, Washington, D.C.

Div. of Policy Analysis and Research.

Pub Date—95

Note—14p.

Available from—1995 Research Brief Series, American Council on Education, Department 36, Washington, DC, 20055-0036 (\$10 single copy; \$58 one-year subscription; ACE member institutions 10% discount; orders must be prepaid).

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Programs, Community Colleges, Continuing Education, \*Educational Certificates, \*Educational Trends, Education Work Relationship, \*Employment Projections, Postsecondary Education, School Demography, \*Student Characteristics, Two Year Colleges, \*Two Year College Students, \*Undergraduate Study

Many higher education institutions serve students enrolled in specialized training courses who receive undergraduate certificates rather than degrees. In academic year 1991-92, almost 65,000 postsecondary students earned certificates for programs of less than 1 year, and nearly 117,000 completed requirements for programs lasting between 1 and 2 years.

Based on the National Center for Education Statistics survey of earned degrees and the Bureau of Labor Statistics (BLS) labor force projections for 1992-2005, programs of less than 1 year duration showed the following characteristics: 53% of the students were women and about 1 in 5 was an ethnic minority; 7 in 10 students received their certificates at community colleges; certificate programs were offered at 624 institutions; among men, the three most popular programs were commercial vehicle operator (14%), emergency medical technology (10%), and law enforcement (6%); and among women, the three most popular programs were nurse assistant (19%), administrative assistance (5%), and emergency medical technology (4%). For programs lasting between 1 to 2 years, about 61% of students were women and 1 in 4 students were ethnic minorities; two-thirds of students completed their certificates at public two-year institutions; programs were offered at 1,350 institutions; and mechanical trades were chosen most often by men, while the most common program for women (19%) was licensed practical nursing. BLS projections are favorable for occupations open to certificate programs. (MAB)

ED 381 203 JC 950 189

**Class of 1994, Annual Report: NH Technical Colleges and Institute and NH Police Standards and Training.**

New Hampshire State Dept. of Postsecondary Technical Education, Concord.

Pub Date—95

Note—39p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, Budgets, \*College Graduates, College Outcomes Assessment, College Transfer Students, Community Colleges, Educational Benefits, \*Educational Finance, Employment Patterns, Enrollment, \*Outcomes of Education, \*Police Education, Salaries, School Demography, School Effectiveness, Self Evaluation (Groups), \*Technical Education, Technical Institutes, Two Year Colleges, Two Year College Students, \*Vocational Education

Identifiers—\*New Hampshire  
This 1994 annual report for the New Hampshire Technical Colleges and Institute System (NHTC&IS) includes information on enrollments, outcomes, job placement, average salaries, transfer institutions, work force training, the Police Academy, finances, future directions, and governance. Introductory material highlights the following accomplishments: (1) in 1994, the NHTC&IS graduated 1,569 students, and served over 30,000 traditional aged students and adult learners; (2) day divisions had 4,996 full-time equivalent (FTE) students, and the evening divisions had 5,573 FTE students; (3) of 1994's graduating class of 846 women and 732 men, 982 (62.6%) were going into full-time employment, 235 (15%) went into part-time employment, and 204 (13%) continued their education; (4) the average graduate salary was \$21,772; (5) the system's Technology Deployment Centers provided education and training for 2,827 work force members across the state; (6) the New Hampshire Police and Training Standards Council, which is the state's Police Academy, graduated 133 police recruits and 102 corrections officers; (7) 52 new certificate and diploma programs and 12 new associate degree programs were established in such areas as Entrepreneurship, Travel and Tourism, Gerontology, Security Management, Landscape Design, Hospitality Management, Geographic Information Systems, and Human Resources Management; (8) all campuses have access to the Internet; and (9) in the past 2 years, satellite locations were established in six sites; (10) NHTC&IS appropriations totaled \$43,976,102, of which \$924,599 came from capital funds, \$16,640,625 came from the general fund, \$18,943,104 came from tuition and fees, and \$7,467,774 came from other revenue. (MAB)

ED 381 204 JC 950 191

Mackey, Wade C.

**Comparative Success in Recruiting Women into Non-Traditional Occupations: A Greater El Paso Analysis.**

Pub Date—[92]

Note—46p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, \*Employment Opportunities, \*Employment Patterns, Equal Opportunities (Jobs), Females, Majors (Students),

\*Nontraditional Occupations, Occupational Aspiration, \*Technical Education, Two Year Colleges, \*Vocational Education, \*Womens Education

Identifiers—\*El Paso Community College TX

A study was conducted at El Paso Community College (EPCC) to assess the relative ease of access of women to postsecondary education curricula and institutions which train individuals for occupations which have traditionally been performed by men. The study focused on evidence of a lack of gender equality in selected occupations; the characteristics of two- and four-year college students and graduates; the characteristics of two-year vocational degree students and graduates; and the effectiveness of programs to increase the numbers and proportions of women in non-traditional careers. Study findings included the following: (1) high school graduates with the most social and economic resources attend and graduate from four-year, rather than two-year, colleges; (2) nearly 75% of the high-resource high school graduates who went directly to a four-year college graduated within 6 years, while only 33% of the high school graduates who entered a two-year college graduated within 4 years; (3) about half the students in two-year colleges enroll in vocational curricula, with less than half of the entering students graduating; (4) over half of the males who enter a vocational-technical program graduate with an associate's degree within 4 years, though only 13% of the women students finish such a vocational-technical program; and (5) EPCC Women in Technology (WIT) demographics reflect national trends, with women representing the majority of the study body (62%), but a minority of the graduates (47%) and a small minority of those taking vocational-technical courses (15%) and graduating with vocational-technical degrees (11%). (Contains 19 references.) (KP)

ED 381 205 JC 950 195

**Articulation Report, December 1994.**

Florida State Board of Community Colleges, Tallahassee.

Pub Date—Dec 94

Note—199p; For the previous report, see ED 366 402.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, \*Articulation (Education), \*College Transfer Students, Community Colleges, Comparative Analysis, \*Enrollment Trends, Ethnic Groups, \*Grade Point Average, Higher Education, Majors (Students), School Statistics, State Surveys, State Universities, \*Student Characteristics, Tables (Data), Two Year Colleges

Identifiers—\*Florida, \*State University System of Florida

Focusing on data from 1991 to 1993, this articulation report provides information on students enrolled in Florida's State University System (SUS). Prior to enrolling in their respective universities, these students attended one of Florida's 28 public community colleges. Following an overview of articulation in Florida, 15 tables are provided, presenting information on students' gender, race, age, date of entry into the SUS, hours of credit transferred, and hours of credit earned at the university; the SUS enrollment rate of former community college students; grade point averages (GPA's); student majors; comparisons of the SUS performance of transfers based on semester hours earned at the two-year college; and comparisons of the performance of associate of arts graduates in the SUS with native SUS students. Highlighted findings include the following: (1) in fall 1993, there were 73,021 former community college students in the SUS, an increase of over 8% from 1991; (2) from 1991 through 1993, the percentage of these former community college students who were female remained constant at 56%; (3) for the same period, the percentage of White student transfers to the SUS decreased by 2%, while the percentage of Black, Hispanic, and Asian students increased by 1.4%, 0.6%, and 0.2%, respectively; (4) 83.7% of the 1993 transfer students had accumulated 60 semester hours or more upon entering the SUS; and (5) in fall 1993, 70.3% of the transfer students earned a GPA of 2.5 or higher while enrolled in the SUS, up from 69.4% in fall 1991. Lists of two- and four-year institution presidents and articulation officers are included. (PAA)

ED 381 206 JC 950 196

High, Glennis

**A Descriptive Study of Southwest College: An**

**Analysis of Selected Variables as They Relate to Students' Attitudes toward Campus Safety, Available Services, and the Need for Special Programs. An Exploratory Study.**

Southwest Coll., Houston, TX.

Pub Date—29 Oct 94

Note—33p.

Pub Type—Reports - Research (143) — Tests/

Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Choice, Community Colleges, Educational Environment, Organizational Climate, \*Participant Satisfaction, \*School Safety, School Surveys, \*Student Attitudes, \*Student Problems, Two Year Colleges, \*Two Year College Students

A study was conducted at Southwest College (SC), in Texas, to ascertain students' attitudes toward campus safety and the college's responsiveness to student needs. The study also sought to determine if students considered safety issues when choosing a campus, if they perceived a need for a safety organization, and if they encountered non-safety related problems in significant numbers. Questionnaires were distributed to academic and non-academic students in classes, with a random sample of 69 completed forms gathered for the analysis. Survey results included the following: (1) 70% of the sample were female, 37% were between the ages of 23 and 27, 59% were White, 9% were Black, and 13% were Hispanic; (2) 56% felt the campus was relatively safe, compared to 25% who felt the campus was not safe; (3) 84% had not encountered an incident on campus that made them feel unsafe; (4) 78% indicated that safety was a factor in determining where they took their classes, with 90% of the females and 52% of the males indicating that it was a factor; (5) 71% felt that a program was needed to monitor and react to unsafe and problematic situations; (6) responses indicated that students were generally satisfied with Southwest College's efforts to address their concerns; and (7) when students were asked to indicate the types of non-safety related problems encountered at SC, many responses fell into the facilities' domain. (KP)

ED 381 207 JC 950 197

Budig, Jeanne E.

**A Perceptions Survey Conducted by the Steering Committee for North Central Accreditation Review, Vincennes University, September-October 1994.**

Vincennes Univ., Ind.

Pub Date—94

Note—32p.

Pub Type—Reports - Research (143) — Tests/

Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College Faculty, Community Colleges, Educational Finance, Institutional Research, \*Organizational Effectiveness, Questionnaires, School Community Relationship, \*Self Evaluation (Groups), Student College Relationship, \*Trustees, Two Year Colleges, \*Two Year College Students

Identifiers—\*Vincennes University IN

In September 1994, Vincennes University (VU), in Illinois, conducted a broad-based survey of student and community perceptions as a part of its self-study process in preparation for North Central Accreditation (NCA) in 1995. The survey instrument was distributed via a single mailing to all 15 trustees, all 972 full-time employees, all 353 part-time adjunct faculty, 191 selected members of the external community, and two random samples of 400 students, each. Seventy-two questions were posed related to 5 accreditation criteria: VU has clear and publicly stated purposes, has effectively organized resources to accomplish its purposes, is accomplishing its educational and other purposes, can continue to accomplish its purposes, and demonstrates integrity. Responses were received from 895 individuals, including 57% of the trustees and employees, 33% of the adjunct faculty, 25% of the community, and 18% of the students. Study findings included the following: (1) respondents generally had an understanding of VU's mission and purpose; (2) respondents generally felt that VU made a conscientious effort to provide students with a safe environment; (3) employees did not generally feel that they had adequate input to the budgetary process; and (4) respondents were generally positive regarding VU's accomplishment of its purposes and its ability to continue to accomplish this purpose and strengthen educational effectiveness. (Appendixes include the VU organizational chart prepared for

the NCA, in-depth characterization of criteria for accreditation, the survey instrument used in the perceptions study, and graphs of results.) (MAB)

**ED 381 208** JC 950 198

*Budig, Jeanne E.*  
**Postcards for Student Success.**  
Pub Date—Mar 95

Note—23p.; Paper presented at a forum of the Indiana Association of Institutional Research (West Lafayette, IN, March 20-21, 1995).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Attendance Patterns, \*Attendance Records, Community Colleges, Discipline Policy, Program Costs, Student Attitudes, \*Teacher Student Relationship, Two Year Colleges

Identifiers—Student Attendance Improvement Program IA

Aware of the high correlation between class attendance and academic success, Vincennes University (VU) in Indiana implemented a "blue card" system to improve class attendance. The first week of class, students are asked to sign a blue card verifying their local address and allowing the release of academic information. Instructors begin class by discussing the importance of attendance and explaining that the tear-off portions of the blue cards will be used to notify students that the instructor is concerned about their absences. When students begin to miss class, postcards are sent to the student's local and permanent addresses. The first card indicates concern over non-attendance, the second is more strongly worded, and the third informs the student that he/she has been dropped for non-attendance and has received a grade of W or WF. The cost of the program is approximately \$465 per year. Parents and academic advisors unanimously support the program, and students unanimously dislike it. Data collected during the 5 years of program operation indicate the following: (1) overall card usage increased each fall semester from 5,529 (#1 cards) in 1990 to 6,230 in fall 1994; (2) campuswide, about 20% of the students receive #1 cards, with students in academic transfer courses more likely to receive these warnings than occupational students (22% vs 15% in 1994); (3) card usage was highest in Humanities and Social Sciences courses, and lowest in Health Occupations courses; (4) about half of the students who receive #1 cards receive #2 cards; (5) the use of the "blue card system" enhanced student success and reduced the proportion of D and F grades, particularly for students in developmental courses and early morning courses. (Nine data tables and three graphs are included.) (KP)

**ED 381 209** JC 950 199

*Richards, Thomas F.*  
**Today's Demands for Global Awareness: The Community College Dimension.**

Pub Date—Oct 94  
Note—17p.  
Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Community Colleges, Cross Cultural Studies, Cultural Exchange, Foreign Countries, Foreign Culture, Foreign Students, \*International Educational Exchange, International Programs, Latin American Culture, Program Descriptions, \*Study Abroad, \*Transfer Programs, Two Year Colleges

Identifiers—\*Ecuador

Our failure to give students an adequate education in national and global concerns creates low political participation and general cynicism. International exchanges in education can illuminate the connections between world events and the day-to-day lives of students and teachers. Brookdale Community College (BCC) in New Jersey sponsors a program in Ecuador's largest city of Guayaquil which allows Ecuadorian natives a quality college-level education in English and Spanish, and gives American students and faculty the opportunity to learn about Ecuadorian culture, history, and business. The Brookdale/Guayaquil (BCC/G) campus has an enrollment of about 250 Ecuadorian students, 50 American students, and 15 faculty members. Enrolled Latin American students can earn up to 45 semester hours and can obtain an associate's degree by completing the last 15 credits at Brookdale's New Jersey campus, the University of South Carolina, Edison State College of New Jersey, or other schools. Fifty Ecuadorians have graduated from colleges in the United States since the program began

in 1984. BCC/G also serves as host to the "Partnership for Service Learning," an international program where students live with local families, study local culture, and volunteer in community service and development projects. Brookdale faculty members also offer classes for Ecuadorian elementary and secondary teachers to strengthen curriculum development and teaching skills. (KP)

**ED 381 210** JC 950 200

**The Effectiveness of California Community Colleges on Selected Performance Measures.**  
California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Apr 95

Note—35p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Persistence, Access to Education, \*College Faculty, \*College Outcomes Assessment, Community Colleges, \*Educational Finance, Outcomes of Education, School Demography, \*School Effectiveness, School Holding Power, School Personnel, Self Evaluation (Groups), State Surveys, Two Year Colleges, \*Two Year College Students

Identifiers—\*California Community Colleges

This report presents selected performance measures of California's community colleges during the 1993-94 academic year in the areas of student access (measured by student enrollment and participation rates), student success (measured by student goals, persistence, completion rates, and employment information), staff composition (measured by workload and gender and ethnicity of staff), and fiscal condition (measured by fiscal stability, revenue sources, and revenue per full-time equivalency students (FTES)). Highlighted findings include the following: (1) over 124,000 students lost access to community colleges in fall 1993, due in part to a \$50 per unit differential fee for baccalaureate students and also to fee increases in spring 1993 and in fall 1993; (2) despite the decline in access, the overall gender and ethnic balance of enrollments improved; (3) 63% of fall 1993 credit students continued through spring 1994; (4) 86% of the state's community college students completed fall 1993 classes with a grade of C or better; (5) colleges awarded over 55,000 degrees and 22,000 certificates, with proportional representation among women and minorities; (6) hours taught by full-time faculty remained stable at about 60%; (7) gains have been made toward increasing gender and ethnic diversity of faculty, administrators, and classified staff; (8) the number of districts experiencing some risk to fiscal stability increased from 12 to 17; and (9) in 3 years of state fiscal crises, the colleges' real revenues per actual full-time equivalent student dropped and remain flat at approximately the \$3,100 level. (MAB)

**ED 381 211** JC 950 201

*De Zeeuw, Robert Klemme, Jerry.*  
**A Workplace Skill Building Project.**

Pub Date—10 Apr 95

Note—30p.; Paper presented at the Annual Conference of NETWORK (Nashville, TN, April 8-12, 1995).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Community Colleges, \*Industrial Training, \*Literacy Education, Partnerships in Education, \*School Business Relationship, Two Year Colleges

Early in 1991, a partnership project was initiated between the Business/Industry Training Institute of Northwest Iowa Community College and Colcraft, Inc. The Iowa Colcraft plant had undergone rapid changes in recent years from a labor-intensive, custom-built, manual, task-oriented process to a highly automated, training-intensive, machine-oriented process. Instead of training on the floor, employees must now receive several days of classroom-style training before they are even allowed into production. In June 1992, approximately 27% of the Colcraft workforce tested below 8th grade in reading and 30% tested below 8th grade in math. As a result, a \$303,000 National Workplace Literacy grant was sought and obtained. The program sought to establish a literacy program for 160 to 300 workers; prepare a minimum of 160 workers to use new technology and operating methods; and encourage 160 workers to continue participating in training needed to be competitive in the labor market. Following a 12-week start-up phase, three successive

training blocks of 15 weeks each were offered, providing reading, math, and writing classes during normal work hours for each shift of work. Since the blocks were successive, a worker could finish all subjects as needed. Outcomes of the project include: (1) 419 workers were assessed and given individual development plans; (2) 142 completed literacy training; (3) 119 completed basic team skills training; (4) 18 completed leadership/facilitator skills training; and (5) 14 workers completed 64 general education diploma tests. (KP)

**ED 381 212** JC 950 206

*Timmerman, Linda And Others.*  
**Transfer Success Work Group Report.**

Texas Association of Junior and Community Coll. Instructional Administrators; Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.

Pub Date—Apr 95

Note—46p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Persistence, \*Administrative Attitudes, Articulation (Education), \*College Transfer Students, Community Colleges, Higher Education, Institutional Cooperation, Outcomes of Education, \*Program Effectiveness, Program Improvement, \*State Boards of Education, State Surveys, Statewide Planning, Student Mobility, \*Transfer Policy, Two Year Colleges

Identifiers—Texas, \*Transfer Rates (College), Transfer Tracking System

The Transfer Success Work Group was established by the Texas Higher Education Coordinating Board (THECB) and the Texas Association of Junior and Community College Instructional Administrators to investigate the effectiveness of the state's public community college transfer function and make recommendations for improving transfer efficiency. The Work Group identified common barriers to transfer from national research and examined transfer outcomes for Texas public community colleges as of 1994. For students who entered in 1990, it was determined that college transfer rates in Texas were comparable to other colleges in nationwide transfer studies, falling between 22% and 32%, depending upon the definition of transfer utilized. It was also found that 85% of students who transferred from Texas colleges enrolled in the receiving institution for a second semester. The Groups also conducted a survey of 75 instructional administrators and student support personnel at 53 institutions in the state, revealing that while an effective system to track transfer students and outcomes was rated as the third most important factor in transfer success, it ranked 27th among factors actually in place. Similar discrepancies were found with respect to feedback from senior institutions (provided at 57% of the colleges) and electronic transfer of transcripts (utilized by only 35% of the respondents). Finally, the Work Group developed 15 recommendations for state community colleges and the THECB related to the need to track and follow-up on student goals, retention, progress, completion, and transfer and to promote increased cooperation between two- and four-year colleges. (Contains 24 references.) (KP)

**ED 381 213** JC 950 207

*Gross, Edmund K. Sivoll, Randall H.*  
**Valencia Community College Faculty Academy: Preparing New Faculty for Tenure.**

Pub Date—May 94

Note—9p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Faculty, Community Colleges, \*Faculty Development, \*Inservice Teacher Education, \*Professional Development, Program Development, School Surveys, \*Teacher Competencies, Teacher Improvement, \*Teacher Promotion, Tenured Faculty, Two Year Colleges

Identifiers—\*Valencia Community College FL

Valencia Community College's (VCC's) Faculty Academy was established to assist new tenure-track faculty successfully meet the college's criteria for tenure. In planning the Academy, surveys were conducted with administrators, full-time faculty and staff, and 34 new tenure-track faculty who were to participate in the Academy regarding their percep-

tions of areas that would be beneficial to new faculty. In addition, Robert Boice's views of faculty development provided the theoretical framework for the Academy. This framework holds that successful faculty members are active in departmental, college, student, and other out-of-class assignments; are able to identify and prioritize activities and issues; practice self-management; and have time to socialize with colleagues, students, and professionals. Six outcomes of an accomplished teacher were also developed to form the program's mission statement. The Academy consists of a 9-hour graduate school program or 135 contact hours over a 3-year period. Based on individual needs, faculty choose approximately half of the required hours in the program. The remaining 65 hours focus on such topics as collaborative learning, cultural diversity, critical thinking, assessment and placement, distance learning, computer literacy, classroom research, classroom feedback, test construction, and college history. In addition, participants attend at least one Board of Trustees meeting, videotape at least one class presentation for self-critique, and develop a portfolio and a group project. (KP)

ED 381 214 JC 950 208

Isotta, Steven.  
Profile of Students on Probation/Disqualification  
at Golden West College.

Golden West Coll., Huntington Beach, Calif.

Pub Date—May 93

Note—40p.

Pub Type—Reports - Research (143) — Tests/  
Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Academic  
Persistence, \*Academic Probation, Community  
Colleges, Self Evaluation (Groups), \*Student  
Characteristics, \*Student Needs, Tables (Data),  
Two Year Colleges, \*Two Year College Students  
Identifiers—\*Golden West College CA

During the 1994-95 academic year, a task force on underpreparedness was convened at Golden West College, in Huntington Beach, California, to address the large number of students underprepared for college work. The task force examined records from the 1992-93 and 1993-94 academic years with regard to student academic status, gender, race/ethnicity, primary language, time out of school, performance in math and English courses, high school grade point average (GPA), number of hours of employment, importance of college to both the student and people close to the student, and basic skills performance. This information was matched with data collected during an assessment process. Using students' probation/disqualification (P/D) status as the primary indicator of student underpreparedness, study results indicated the following: (1) for each year examined, about 83% of enrolled students maintained good academic standing, 14% were on academic P/D, and 3% were on progress P/D; (2) there were no important differences in terms of student gender or primary language in terms of P/D rates; (3) P/D rates for Pacific Islander and African American students were notably higher than the rates for other racial groups; (4) native English speakers were more likely to be on P/D if they were in school at the time of assessment or had been out of school for a short time, had a lower high school GPA, or enrolled in a higher number of units; and (5) non-native English speakers were more likely to be on P/D if they had a low math or English grade, and were still in or had been out of school for a short time. The assessment instrument and 20 data tables are included. (MAB)

ED 381 215 JC 950 210

Armstrong, William B., Barnes, Randall A.  
Transfer: Data, Definitions, and Eligibility in the  
San Diego Community College District.

Pub Date—Apr 93

Note—15p; Paper presented at the Annual  
Convention of the American Association of Commu-  
nity Colleges (75th, Minneapolis, MN, April  
22-25, 1993).

Pub Type—Reports - Research (143) — Speeches/  
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, \*College Outcomes As-  
essment, \*College Transfer Students, Commu-  
nity Colleges, Higher Education, Institutional  
Research, National Surveys, \*Research Method-  
ology, \*Sample Size, Two Year Colleges  
Identifiers—San Diego Community College Dis-  
trict CA, \*Transfer Rates (College), Transfer  
Studies

In reports on transfer outcomes to the state Board, the San Diego Community College District (SDCCD) regularly uses the definition of transfer developed by the Center for the Study of Community Colleges' Transfer Assembly (TA). This model does not consider student intent in the pool of transfer-eligible students. In response to concerns by some SDCCD leaders that the inclusive nature of the TA definition was artificially lowering transfer rates, a project was undertaken to examine transfer outcomes for cross sections of District students based on transfer-level courses completed, units completed, degree status, and intent to transfer. Project findings included the following: (1) the 1995 TA study derived a national transfer rate of 21.30%, 18.5% for California, and 16.11% for SDCCD; (2) for first-time fall 1988 SDCCD students who expressed an educational goal of transfer (n=4,481), 643 were transfer directed (i.e., completed transfer level English and math courses), and 338 of these were considered transfer eligible (i.e., had also completed at least 56 transfer units with at least a 2.0 grade point average); (3) of the 338 transfer-eligible students, 33% transferred to a public university in California, 19% graduated, and 12.4% both graduated and transferred, for a transfer rate of 63.3%; (4) limiting the transfer eligible pool by student intent to transfer only, however, was not found to dramatically affect the transfer rate; and (5) of SDCCD transfers from 1988 to 1993, 22% did not enroll in a basic skills course in their first two terms, while 9.7% of those who did, transferred. The project concluded that the TA model provides a valid and low cost methodology for determining transfer rates. (KP)

ED 381 216 JC 950 213

Cohen, Carol

Improving the Freshman College Classroom  
through Building a Purposeful Community of  
Altruistic and Motivated Learners.

Pub Date—95

Note—90p; Ed.D. Practicum, Nova Southeastern  
University.

Pub Type—Dissertations/Theses - Practicum Pa-  
pers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Classroom Environment, Classroom  
Research, \*Classroom Techniques, \*College  
Freshmen, Community Colleges, \*Cooperative  
Learning, Group Dynamics, Leadership Training,  
Learning Strategies, Teacher Student Relation-  
ship, Teaching Methods, Teamwork, Two Year  
Colleges

A project was undertaken to create a community of caring, interdependent, intrinsically motivated learners among 21 freshmen students in a community college preservice teacher preparation seminar. Interviews with students at the beginning of the seminar had revealed that most viewed the classroom as individualistic, competitive, and threatening and that all students disagreed with the top-down hierarchical structure. Methods used to create the learning community included allowing students autonomy regarding covering the student syllabus; setting a schedule for student-instructor contacts outside of class for informal discussions, tutoring, and feedback; forming a student advisory committee to create a strong peer culture that perceived teaching as a shared enterprise; and developing collegiality and social skills through cooperative learning groups. To gauge student responses and the level of community formed, students were asked to keep journals and structured, open question interviews were conducted with all 21 students in the 12th session. Analysis of journals in the 6th and 12th sessions indicated that 6 out of 7 students recognized the transformation of the seminar into a community of learners. Similarly, journal entries and interviews revealed that all students felt empowered by the two-way communication system between themselves and the college through the advisory committee and instructor. A self-evaluation instrument, the syllabus, a reflection rubric, and a social skills checklist are appended. (KP)

ED 381 217 JC 950 214

South Seattle Community College Instructional  
Resources Library User Study.

South Seattle Community Coll., Washington.

Pub Date—Mar 93

Note—14p.

Pub Type—Reports - Research (143) — Tests/  
Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Library Collec-

tions, \*Library Services, \*Library Skills, Library  
Surveys, \*Participant Satisfaction, \*Student Atti-  
tudes, \*Student Behavior, \*Student Characteris-  
tics, Two Year Colleges, Use Studies  
Identifiers—\*South Seattle Community College  
WA

To gather data on library use by students at South Seattle Community College (SSCC), questionnaires were distributed to individuals in the library and, through instructors, to students in classrooms. Responses were received from 549 members of the campus community, 62% of whom were vocational students and 22% of whom were liberal arts students. Analyses of the responses indicated the following: (1) 52% of the respondents indicated that they used the library at least once a week, 13% indicated that they never used the library, and another 10% indicated that they almost never used it; (2) 46% of the vocational students were frequent users, compared to 64% of the liberal studies students; (3) 63% of the non-native English speakers were frequent users of the library, compared to 45% of the native speakers; (4) 55% of all respondents agreed or strongly agreed that the library was a comfortable and inviting place to study and work; (5) another 55% agreed that the library staff was helpful and effective; (6) 43% indicated that library resources were adequate all or most of the time for their class assignments; (7) with respect to respondents' information literacy, 45% of those who answered the question indicated that they used the computer catalog to locate materials, 29% said that they asked staff for help, 5% indicated that they asked fellow students, and 22% said that they browsed or located materials in some other way; and (8) 45% had taken a library orientation through one of their classes and 15% had taken a library techniques class. The survey instrument is appended. (KP)

ED 381 218 JC 950 215

Institutional Effectiveness Assessment Process,  
1992-93. Executive Summary. Hospitality and  
Service Occupations Division, Food Sciences  
Department, Food Production Program, Food  
Production Management Program, Pastry and  
Specialty Baking Program.

South Seattle Community Coll., Washington.

Pub Date—[93]

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Outcomes Assessment,  
\*Community Colleges, Education Work Relation-  
ship, \*Employer Attitudes, Feasibility Studies,  
\*Food Service, Graduate Surveys, \*Hospitality  
Occupations, Needs Assessment, \*Participant  
Satisfaction, Program Effectiveness, \*Student At-  
titudes, Two Year Colleges, Vocational Followup  
Identifiers—\*South Seattle Community College  
WA

In the 1992-93 academic year, the Hospitality and Food Sciences Department at South Seattle Community College conducted surveys of current and former students and local foodservice employers to determine the level of satisfaction with Department programs. Specifically, the surveys focused on four key outcomes: determining the extent to which programs met training and upgrading needs of the commercial food and hospitality industry; determining the feasibility of a restaurant management program; activating an Alumni Association; and assessing the extent to which students feel their training is valid, useful, and leads to professional advancement. Surveys were administered or mailed to 53 current students mid-way through their certificate program, 500 alumni and former students, and 750 hospitality industry establishments. Survey results, based on responses from all 53 current students, 79 former students, and 148 businesses, included the following: (1) 81% of current students felt that the training they had received so far was useful to at least an adequate extent; (2) only 23% felt that program complexity was adequately explained upon entry to the program; (3) 66% of the former students were working in the food service industry, with 89% indicating that they had achieved their goals to some extent; and (4) for food service employers, the most important skills for employees were communication skills. The study concluded that the Department was meeting the initial training needs of industry, but not its upgrade needs; that there was not conclusive evidence for the restaurant management program; and that there was support for the Alumni Association. (KP)

## ED 381 219

JC 950 216

## South Seattle Community College Student Personnel Services Survey Results—Fall 1993.

South Seattle Community Coll., Washington.

Pub Date—93

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC91 Plus Postage.

Descriptors—Career Counseling, College Students, \*Community Colleges, Counseling Services, Grievance Procedures, \*Participant Satisfaction, \*Program Effectiveness, School Registration, \*Student Attitudes, Student Financial Aid, \*Student Personnel Services, Student Surveys, Testing Programs, Two Year Colleges, Use Studies

Identifiers—\*South Seattle Community College WA

In November 1993, South Seattle Community College (SSCC) surveyed 990 students in a random sample of classes regarding their use and perceptions of 7 college student personnel services: registration; testing services; advising, counseling, and the counseling center; financial aid; student programs; the career center; and student success services. Study findings, based on 551 responses, included the following: (1) 90% were satisfied with the timeliness and courteousness of registration services; (2) 90% of the vocational and liberal studies Division students were tested prior to enrollment, while 80% of all the respondents were satisfied with access to testing services; (3) 90% indicated that they received accurate information from counselors and another 90% were satisfied with career and personal counseling services; (4) 66% agreed that financial aid staff provided them with accurate and consistent information, while 67% were satisfied with staff helpfulness and availability; (5) 80% were satisfied with student cultural, social, recreational, and political activities; (6) 79% would recommend the Career Center to others; (7) 81% agreed that the Career Center provided information helpful in finding employment; (8) 90% of the students had never heard of SSCC's student success services; and (9) 20% had talked to an administrator, faculty, or staff about a complaint, 85% were made aware of their rights, and 64% to 77% were satisfied with the service received. (KP)

## ED 381 220

JC 950 217

## Institutional Effectiveness Assessment Process, 1993-94. Executive Summary. Hospitality and Service Occupations Division, Floristry Department.

South Seattle Community Coll., Washington.

Pub Date—[94]

Note—12p.

Pub Type—Reports - Research (143) — Tests/

Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Outcomes Assessment, Community Colleges, \*Education Work Relationship, \*Employer Attitudes, Floriculture, Graduate Surveys, \*Ornamental Horticulture Occupations, \*Participant Satisfaction, \*Program Effectiveness, \*Student Attitudes, Two Year Colleges, Vocational Followup

Identifiers—\*South Seattle Community College WA

A study was conducted to determine current and former students' and local employers' satisfaction with South Seattle Community College's (SSCC's) Floristry Department. Specifically, the study gathered data related to four outcomes: that students receive an education allowing them to meet goals; that students be satisfied with facilities, equipment, and quality of instruction; that employers be satisfied with program graduates; and that customers of the Department's Flower Shop receive quality products and services. Study findings included the following: (1) 57% of the former students who completed the program and had intended to be employed in the floristry industry were employed in jobs related to their training, and 71% agreed to a high extent that they had achieved their educational goals; (2) over 80% of former students reported being satisfied to a high extent with the number of teachers, facilities, equipment, and supplies; (3) former students were less satisfied with available work space and the simulated shop experience; (4) over 90% of current students reported being satisfied to the high extent with the quality of instruction; (5) over 80% of employers who had hired at least one SSCC graduate were satisfied with the employees' punctuality, safety, overall performance, and attitude, while approximately 70% were satisfied with

employees' workplace ethics; and (6) 100% of the customers of the Flower Shop were satisfied with the overall services and appearance of the shop and 95% were satisfied with the prices. (Survey instruments are appended.) (KP)

## ED 381 221

JC 950 218

## Institutional Effectiveness Assessment Process, 1993-94. Executive Summary. Hospitality and Service Occupations Division, Landscape and Environmental Horticulture Department.

South Seattle Community Coll., Washington.

Pub Date—[94]

Note—11p.

Pub Type—Reports - Research (143) — Tests/

Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Outcomes Assessment, Community Colleges, Education Work Relationship, \*Employer Attitudes, Graduate Surveys, Landscaping, \*Ornamental Horticulture Occupations, \*Participant Satisfaction, \*Program Effectiveness, \*Student Attitudes, Two Year Colleges, Vocational Followup

Identifiers—\*South Seattle Community College WA

A study was conducted to determine current and former students' and local employers' satisfaction with South Seattle Community College's (SSCC's) Landscape and Environmental Horticulture Department. Specifically, the study gathered data on four outcomes: that students receive an education allowing them to meet goals; that students be satisfied with facilities, equipment, and quality of instruction; that employers be satisfied with program graduates; and that customers of the Department's Garden Center receive quality products and services. Study findings included the following: (1) 81% of the former students were currently employed in the landscape and horticulture field; (2) 74% of former students were satisfied to a high extent with the quality of instruction; (3) however, fewer than one-third of the former students were satisfied with the number of teachers and work space, and fewer than one-in-five were satisfied to a high extent with equipment and supplies; (4) over 95% of current students agreed that training was of high quality, current with industry standards, met their expectations, and will be useful on the job; (5) all 10 employers who had hired former students were satisfied with the graduates' attitudes, motivation, safety practices, and workplace values, but only 60% were very satisfied with their employees' punctuality; and (6) 90% of the Garden Center customers were satisfied with the overall services provided, but only 60% were satisfied with prices. (The survey instruments are appended.) (KP)

## ED 381 222

JC 950 219

## Institutional Effectiveness Assessment Process, 1993-94. Executive Summary. Hospitality and Service Occupations Division, Cosmetology Department.

South Seattle Community Coll., Washington.

Pub Date—[94]

Note—12p.

Pub Type—Reports - Research (143) — Tests/

Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Outcomes Assessment, Community Colleges, Cosmetology, \*Program Evaluation, \*School Community Relationship, Self Evaluation (Groups), Service Occupations, \*Student Attitudes, Two Year Colleges, Two Year College Students

Identifiers—\*South Seattle Community College WA

A study was conducted to evaluate student and student employer satisfaction with the services provided by the South Seattle Community College (SSCC) Cosmetology Department. Specifically, the study gathered data related to four outcomes: that students receive an educational experience allowing them to meet their goals; that former and current students be satisfied with facilities, equipment, and the quality of instruction; that employers be satisfied with graduates; and that customers of the Department's Beauty Center be satisfied with services. Findings for the first outcome indicated that 77% of employed former students were working in cosmetology or a related field and 100% passed a state licensing test within their first two attempts. Responses related to the second outcome indicated that over 50% of former students were satisfied to a high extent with facilities; 59% reported that the number of teachers was inadequate; and 86% of the

current students were satisfied with the content of instruction, while 46% were least satisfied with their ability to apply their skills. Findings regarding outcome three indicated that employers rated SSCC graduates highest in skin care, haircutting, hairstyling, and business practices, and lowest in haircolor and permanent waving. Findings related to the fourth criterion indicated that 95% of respondents have recommended the Beauty Center to others. (Survey instruments are appended.) (MAB)

## ED 381 223

JC 950 220

## Institutional Effectiveness Assessment Process, 1993-94. Executive Summary. Liberal Studies Division, Basic Skills, College Transfer, Critical Thinking, Cultural Diversity.

South Seattle Community Coll., Washington.

Pub Date—[94]

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, Classroom Techniques, College Transfer Students, Community Colleges, \*Critical Thinking, Diversity (Institutional), \*Participant Satisfaction, \*Program Effectiveness, Self Evaluation (Groups), \*Student Attitudes, \*Teacher Attitudes, Two Year Colleges

Identifiers—\*South Seattle Community College WA

In the 1993-94 academic year, the Liberal Studies Division at South Seattle Community College conducted surveys of all Division faculty, students in random classes, and 150 former students who had transferred to the University of Washington (UW) to determine their perceptions regarding students' basic skills levels, students' critical thinking skills, faculty practices to achieve cultural diversity, and transfer success. Study findings included the following: (1) in response to the statement that 80% of the students had the necessary basic skills, 12% of the faculty agreed for reading, 33% for writing, 15% for speaking, 30% for listening, and 43% for mathematics; (2) in contrast, 90% of current students felt that they had necessary skills in reading, 89% in writing, 85% in speaking, 91% in listening, and 71% in mathematics; (3) based on responses from 33 former SSCC students at UW, 93% reported that SSCC had helped them meet their educational goals; (4) 72% rated the quality of classroom teaching as excellent or very good; (5) former students rated SSCC faculty as more accessible, more flexible, more caring, and more enthusiastic than UW students; (6) pre- and post-test scores for a critical thinking course offered in fall 1993 and winter 1994 provided contradictory data on the effectiveness of the course; and (7) efforts related to cultural diversity reported by faculty included mixing students from different cultures for small group work, discussing different cultures in classes, and using cross-cultural texts. (KP)

## ED 381 224

JC 950 221

## Florida Community College at Jacksonville's Donald D. Zell Urban Resource Center.

Florida Community Coll., Jacksonville. Urban Resource Center.

Pub Date—Apr 93

Note—41p.; Cover title varies.

Pub Type—Reports - Descriptive (141) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Cooperative Programs, \*Educational Facilities Design, \*Educational Technology, \*Job Training, Laboratory Training, \*Labor Force Development, \*Resource Centers, School Business Relationship, School Community Relationship, Two Year Colleges

Identifiers—\*Florida Community College at Jacksonville

The Donald D. Zell Urban Resource Center (URC) represents Florida Community College at Jacksonville's (FCCJ) commitment to a quality workforce for Northeast Florida. Through the use of state-of-the-art technology and progressive instructional methods, the Center is helping FCCJ students expand their potential and their value in the workplace. The URC provides training from basic job skills to executive training for current and future FCCJ students, local unemployed and underemployed residents, currently employed individuals seeking retraining, and other special needs groups. The URC is being developed and operated through a full partnership between business, civic leaders from Northeast Florida, and FCCJ. Program goals include developing: (1) appropriate technological skills in students, faculty and staff; (2) workforce

readiness skills; (3) innovative uses of technology to support instruction; (4) quality communications through technology; (5) distance learning capabilities; (6) appropriate curriculum for students and business; (7) workplace literacy skills; and (8) the ability to match employer job openings with qualified job applicants. The 62,160 square foot building contains three multipurpose assessment testing rooms; computer, data processing, multi-skills, distance learning, and computer-aided drafting/design labs; three multi-media conference rooms; a career resource center; and an economic development office. (Facility floor plans, a list of Advisory Council members, a list of program initiative task forces with contact people and phone numbers, and an information booklet are included.) (KP)

## PS

ED 381 225 PS 021 828

**Expecting the Unexpected: Sick and Emergency Child Care. The BNA Special Report Series on Work and Family. Special Report No. 53.**

Bureau of National Affairs, Inc., Washington, D.C. Report No.—ISBN-1-55871-288-7; ISSN-1042-7015

Pub Date—Sept 92

Note—36p.

Available from—Bureau of National Affairs, Customer Relations, 9435 Key West Ave., Rockville, MD 20850 (\$40; quantity discounts: 6-10 copies 10%; 11-25, 15%; 26-50, 20%; 51-500, 25%; 501-1,000, 30%; more than 1,000, 35%; Product Code BSP-238).

Pub Type—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Certification, Children, Child Welfare, Cost Effectiveness, \*Day Care, \*Day Care Centers, Early Childhood Education, \*Employed Parents, Employee Absenteeism, \*Employer Supported Day Care, Fringe Benefits, Hospitals, Program Descriptions, \*Sick Child Care, State Regulation

Identifiers—Hospital Based Corporate Child Care, \*Program Characteristics

Unexpected absences from work that arise when employees are faced with children's illnesses or breakdowns in their regular child care arrangements cause a tremendous amount of stress for working families and losses in productivity businesses. Interest in emergency child care programs appears to be increasing. This report examines the increasing need for back-up care and sick child care programs and describes five existing employer-sponsored or hospital-based programs. Following an introduction, the report provides a rationale for emergency care, noting child-care related absenteeism, costs and licensing requirements, and issues related to sick child care. The report notes that the two concepts of back-up or contingency care and sick child care can be combined into one program. The next section of the report examines licensing and regulations, and the implications for emergency care, noting that without certain exemptions, regulations effectively prohibit casual arrangements for drop-in and emergency care. The rest of the report describes the characteristics of five emergency care programs: (1) Time Warner Children's Center, providing back-up care on-site; (2) Honeywell, which contracts with in-home care providers for sick child care; (3) Connecticut's Care in a Crunch, providing in-home sick child and back-up care for children as well as care for convalescing adults; (4) sick child care programs at Sarasota (Florida) Memorial Hospital and St. Joseph Hospital in Houston, Texas; and (5) A Rainbow Retreat in Orange County, California, which offers both back-up and sick child care in three different centers. (WP)

ED 381 226 PS 022 199

**Hernandez, Donald J. America's Children: Resources from Family, Government, and the Economy. A Census Monograph Series.**

Russell Sage Foundation, New York, N.Y.

Report No.—ISBN-0-87154-381-8

Pub Date—93

Note—480p; With David E. Myers.

Available from—Russell Sage Foundation, 112 East 64th Street, New York, NY 10021 (\$49.95).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Census Figures, \*Children, \*Child

Welfare, Day Care, Employed Parents, Family Characteristics, \*Family Environment, Family Size, Income, One Parent Family, Poverty, \*Public Policy, Resources, \*Social Change, Welfare Recipients

Identifiers—Historical Background

Drawing on census and survey data from 1940 to 1990, this book offers an overview of the dramatic transformations in American childhood over the past 50 years and presents the case for overhauling national child welfare policies. The first chapter examines the life course of children and provides an introduction to the remainder of the book. Chapter 2 notes the revolutionary decline in the number of siblings in families, the corresponding revolution in potential sibling companionship, and the competition for family resources. Chapter 3 shows the increase in the ratio of children experiencing the potential disadvantage of having only one parent. Chapter 4 discusses the displacement of the farm family by the breadwinner-homemaker and dual-earner families. Chapter 5 analyzes the two revolutions in child care arrangements, first for children over 6 and then for younger children, that have taken place as more young children are cared for outside the home. Data are provided on the increasing number of preschoolers without full time parental care. Chapter 6 shows how the first child-care revolution led to a revolution in parent education, as the children of one era became the parents of the next. Chapter 7 focuses on income trends through the 1990s. Chapter 8 shows that most relatively poor children since 1939 have lived in fully self-supporting, working-poor families and notes the impact of welfare usage. Chapter 9 analyzes the impact of changes in fathers' income and mothers' income. Chapter 10 provides an analysis of the ways in which these and other trends are related to one another by exploring some fundamental causes of changes in fathers' income, the rise of mothers' labor-force participation, and the rise of mother-only families. A concluding chapter provides a detailed summary of the changes in resources available to children and on their life course circumstances, with special emphasis on differences by race and ethnic origin. Contains 195 references. (WP)

ED 381 227 PS 022 779

**Zill, Nicholas Nord, Christine Winquist Running in Place: How American Families are Faring in a Changing Economy and an Individualistic Society.**

Child Trends, Inc., Washington, DC.

Report No.—ISBN-0-932359-04-3

Pub Date—94

Note—117p.

Available from—Child Trends, Inc., 4301 Connecticut Avenue, Suite 100, Washington, DC 20008 (\$15).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Books (010)

Document Not Available from EDRS.

Descriptors—At Risk Persons, Community Support, Divorce, \*Economic Factors, \*Family (Sociological Unit), \*Family Characteristics, Family Programs, Family Structure, One Parent Family, \*Parent Child Relationship, Parent School Relationship, \*Peer Influence, Poverty, Social Influences, Well Being

Identifiers—\*Family Support

The reasons given for the apparent decline in family well-being include weakened family values, poor parenting, detrimental behavior of parents and young people, and social and economic forces in the larger society that make it difficult for families to perform their functions well. So great is the concern that some observers are convinced that the family as we know it is "falling apart." The truth is, though, that most families are trying to do well by their children in a difficult time. This report describes the situation of families in the United States in the 1990s, using statistical data, and explores three challenges that families with children currently face as they attempt to fulfill some of the functions that society expects of them. The three challenges are: (1) making ends meet in a changing economy; (2) combating negative peer influences; and (3) maintaining parental control as children grow older. The first three chapters of the report explore each of these challenges in depth. The fourth chapter discusses states and cities as environments for families with children. The fifth chapter examines what can be done to help families, including the role of government programs and partnerships between schools and families. Several themes recur throughout the book: though family structure may affect the

degree of risk, how a family functions is a more important indicator of its health than structure; a single risk factor is not as significant as multiple factors; and to function, families need the support and cooperation of their communities and other institutions. (HTH)

ED 381 228 PS 022 814

**Yap, Kim O. Enoki, Donald Y. In Search of the Elusive Magic Bullet: Parent Involvement and Student Outcomes.**

Pub Date—Apr 94

Note—33p; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC82 Plus Postage.

Descriptors—Elementary Secondary Education, Parent Attitudes, \*Parent Participation, \*Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, Program Improvement, Teacher Attitudes

Identifiers—\*Education Consolidation Improvement Act Chapter 1, Honolulu School District HI, Program Characteristics

A study examined the relationships between parent involvement practices and student outcomes in 10 Chapter 1 project schools in the Honolulu school district. The research on parent involvement was reviewed extensively to identify research questions and develop various instruments. Questionnaire surveys and interviews were conducted with parents, students, and staff to assess participant perceptions. Stratified random sampling was used to obtain representative samples of project schools, parents, and students, and case studies were conducted with a small number of project schools. Results indicated that all stakeholder groups have positive attitudes and beliefs regarding the values and importance of parent involvement in Chapter 1 project planning and implementation. There was, however, a relatively low level of involvement in the instructional process in general and in home-based activity in particular. Few significant relationships appeared to exist between parent involvement activities and children's school performance. Where a link was found, it generally related to home-based reinforcement provided by parents. Consistent with other studies, most of the barriers to parent involvement related to lack of time, cultural differences, language barriers, and inappropriate attitudes (in this case, the negative attitudes of teenage students). Results also indicated that a sincere and caring attitude on the part of school staff, personal contacts with parents, and meaningful activities to engage parents tended to increase parent involvement. Several recommendations for Chapter 1 programs were drawn from the results, including: (1) increase home-based parent activities to reinforce student learning; (2) develop programs to raise parents' literacy skills; (3) solicit input from parents in planning parent involvement activities; and (4) involve students in promoting family-school partnerships. (Contains 27 references and 8 tables.) (HTH)

ED 381 229 PS 022 851

**Dwyer, Barry Today's Primary School: A Handbook for Parents.**

Primary English Teaching Association, Newtown (Australia).

Report No.—ISBN-1-8-875622-1-0

Pub Date—Jun 94

Note—40p.

Available from—Primary English Teaching Association, Laura Street, Newtown 2042, New South Wales, Australia (\$5 Australian; discount on quantity orders).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Art Education, Classroom Environment, \*Educational Attitudes, \*Elementary Education, Elementary School Teachers, English Instruction, Environmental Education, Foreign Countries, Mathematics Education, Multilingualism, \*Parent Education, \*Parent Participation, \*Parent School Relationship, \*Parent Student Relationship, Physical Education, Science Education, Social Studies, Student Evaluation, Technology, Values Education

Identifiers—Australia

Presented in the belief that it is time for parents and teachers of primary school children to add a primary perspective to the national conversation about education, this booklet provides an up-to-date introduction to the work of primary schools across

Australia. It also offers parents ideas they can use to support their children's learning at home and to participate in the life of their children's school. Starting with a discussion of the nature of schooling, the booklet summarizes parents' expectations, shared beliefs about children, shared beliefs about learning, shared values, aims of the primary school, and the way primary teachers work. The booklet is based upon current changes in primary school curriculum which are meant to reduce state differences. The booklet then presents elements from each key learning area—English, mathematics, science, technology, studies of society and the environment, the arts, health and physical education, and languages other than English (LOTE)—with suggestions for providing support at home. Student assessment is defined, and methods for reporting to parents on child performance are noted. Included is a list of seven essential elements in programs with high parent participation, including two-way communication and administrative support. A general list of ways parents can help in schools is presented. The booklet concludes with points for discussion within school communities. (WP)

ED 381 230 PS 022 887

Diffily, Deborah

**What Parents Think about Alternative Assessment**

**and Narrative Reporting: One School's Findings.**

Pub Date—Oct 94

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*Evaluation Methods, Grading, Nontraditional Education, \*Parent Attitudes, \*Parent Conferences, Parent School Relationship, Parent Teacher Cooperation, \*Student Evaluation, Urban Education Identifiers—\*Alternative Assessment

This research project was designed to help the faculty at a southwestern, urban elementary school better understand what parents thought about the school's alternative assessment methods and narrative reporting to communicate with parents. Assessment methods were defined as the ways teachers learn about students' understandings, and communication methods were defined as narrative reports by teachers; parents did not make this distinction. With few exceptions, when parents used the term assessment, they were referring to the narrative reports they received. Subjects were 192 parents who responded to a questionnaire on their perceptions of assessment methods and the narrative reports. Results indicated that parents were generally pleased with the detail of the narrative reports. They believed they were receiving more information about their children than they ever had with any other reporting system, but were unsure about the specific methods being used to assess their children's progress, and could not always determine from the narrative reports how well their children were performing. Some parents wanted more information about children's ranks, grade levels in class, and a specific test performance on national college admissions tests. As a result of the study and based on their teaching experiences, the faculty at the subject school scheduled more frequent parent conferences, drafted grade-level standards, and developed "exemplar booklets," which provide student work samples demonstrating varying levels of achievement for each standard. (WP)

ED 381 231 PS 022 917

Newbill, Sharon L.

**The Early Childhood Development Program,**

**1991-1992, Summative Evaluation.**

Kansas City School District, Mo.

Pub Date—Sep 92

Note—77p.; Portions printed on colored paper.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, \*Child Development Centers, Comparative Analysis, \*Early Childhood Education, Longitudinal Studies, Parent Attitudes, Parent Education, \*Parents as Teachers, Parent Student Relationship, Pre-school Education, Program Effectiveness, Screening Tests, Summative Evaluation, Young Children

Identifiers—\*Early Childhood Development Programs, \*Early Learning Centers, High Scope Model, Program Characteristics

This six-year (1986 through 1992) summative evaluation examines in depth the participant attributes, services provided, and longitudinal benefits of the Early Childhood Development programs in

the Kansas City, Missouri, school district. The report contains the following: (1) profile of participants in the Parents as Teachers (PAT) and Early Learning Center (ELC) programs since implementation; (2) comparison between the PAT and the statewide Second Wave Study populations; and (3) longitudinal assessments of academic performance of former PAT and ELC students. Following a summary of major findings, the report describes the evaluation of the screening component of the program, which served 7,250 children. Next, evaluation of the Parents as Teachers program is described. The report then describes the Early Learning Center (ELC) program. The report concludes with tabulations of screenings, parent perceptions, PAT enrollment and characteristics, ELC teacher and parent perceptions, and ELC participant characteristics. ELC District locations and ELC child observation record variables are appended. (WP)

ED 381 232 PS 022 929

Dekovic, Maja

**The Role of Parents in the Development of Child's**

**Peer Acceptance.**

Netherlands Organization for Scientific Research.

Report No.—ISBN-90-232-2696-8

Pub Date—92

Note—125p.

Available from—Books International Inc., P.O. Box

605, Herndon, VA 22070.

Pub Type—Books (010) — Information Analyses

(070) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Child Rearing, \*Children, Comparative Analysis, Family Environment, \*Interpersonal Competence, \*Parent Child Relationship, \*Peer Acceptance, Peer Relationship, \*Predictor Variables, Prosocial Behavior, Rejection (Psychology), \*Social Cognition Identifiers—Parenting Styles

One of the most important tasks of childhood is to develop and maintain socially competent relationships with peers. Some children are easily accepted and liked by their peers, while other children experience problems in their relationship with peers and are rejected by the peer group. This book provides a comprehensive overview of the factors that cause or contribute to the development of peer acceptance or rejection. In addition to the child's social behavior and social cognition, special attention is given to the child's family and the aspects of the parent-child relationship that are important for acquiring competence needed for successful peer-relations. The book also describes a recently completed study of children's level of social cognitive development and prosocial behavior as a predictor of peer status, and parents' cognitive and behavioral functioning as a predictor of children's level of social cognitive development and social behavior. Results indicate that: (1) the maturity in reasoning about the social world, positive orientation toward others, and sensitivity to others' distress are salient characteristics of children who are popular in their peer group at school; (2) the differences between popular and rejected children seem to increase with age; and (3) parents who are able to view the parent-child relationship at a higher level, who are supportive of their children, and who tend to use more indirect rather than restrictive control to influence their child's behavior, are more likely to have socially competent children. The book also offers guidelines for planning and implementing successful interventions and for helping children who experience problems with peer relations. (HTH)

ED 381 233 PS 022 939

Stoutberg, Susan Schiffer

**The Pregnancy & Motherhood Diary: Planning the**

**First Year of Your Second Career. Revised and**

**Updated.**

Report No.—ISBN-0-942361-81-4

Pub Date—93

Note—290p.

Available from—MasterMedia Limited, 17 East

89th Street, Suite 7D, New York, NY 10128

(\$12.95; \$2 postage and handling for the first

copy; \$1 for each additional copy).

Pub Type—Guides - Non-Classroom (055) —

Books (010)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—\*Child Rearing, Day Care, Diaries,

\*Dual Career Family, Employed Parents, \*Em-

ployed Women, Family Work Relationship, In-

fant, Mental Health, Occupational Diseases,

Occupational Safety and Health, Parenting Skills,

Physical Health, \*Pregnancy, \*Prenatal Care, Social Support Groups

Intended for women who plan to combine a career with motherhood, this book is a planning document for the full-time working mother-to-be during the three trimesters of pregnancy and the first trimester of motherhood. Each section discusses physical and mental changes associated with motherhood and includes a calendar for appointments and events during the trimester. In addition, the first section (weeks 1 to 12) suggests that the mother-to-be should start planning for child care, considering child care options, and thinking about potential on-the-job hazards. The second section (weeks 13 to 24) provides information on dealing with colleagues at work during pregnancy, and beginning to think about the baby's needs. Section 3 (weeks 25 to 40) discusses choosing a pediatrician, fathering, and other issues. Section 4 (weeks 41 to 52) discusses adjusting to motherhood, the "perfect-parent" syndrome, and the importance of reviewing child care arrangements. The last section deals with challenges related to parenting faced by working women: family-friendly work environments, parenting parents, corporate life and the advantages offered by medium-sized and smaller companies, and goal-setting strategies for work and home. Twenty-seven appendices include various charts, checklists, and reference information for pregnant women and new mothers, including lists of questions to consider when choosing day care and child caregivers, and lists of parent and child care support groups. (DR)

ED 381 234 PS 022 967

Hoon, Seng Sook. Charles, Belinda

**Adolescent Thinking: the Ability To Imagine Poss-**

**ibilities.**

Pub Date—[Dec 94]

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, \*Adolescent Development, \*Adolescents, Age Differences, \*Cognitive Development, Cognitive Processes, Cross Sectional Studies, Developmental Stages, Foreign Countries, \*Formal Operations, Piagetian Theory, Predictor Variables, Secondary Education, Sex Differences, Socioeconomic Background Identifiers—Concrete Operations, \*Singapore

A common concern raised by teachers from secondary schools and junior colleges in Singapore is the apparent inability or reluctance of adolescents to think critically and originally. Adolescent thought processes are probably shaped by the change in intellectual pace and quality between the primary and secondary school curriculum. This study of adolescent thinking considers the last two Piagetian states of cognitive development and the transition from concrete operations to formal operations, focusing on the adolescents' ability to make judgements and the extent to which adolescent judgement is guided by possibilities other than those given. A sample of 800 adolescents from 13 to 16 years of age was drawn from 6 schools. Subjects were asked to respond to the Test of Judgmental Ability, an anecdotal measure. The cross-sectional study revealed developmental differences in performances between adolescent males and females in favor of males, particularly at higher levels of judgement. Various analyses showed that age is the dominant factor accounting for differences in judgmental level, with academic achievement and home environment as contributing factors. Results suggest a transition period between the two forms of thinking. (WP)

ED 381 235 PS 022 968

Wolff, Laurence And Others

**Improving the Quality of Primary Education in**

**Latin America and the Caribbean: Toward the**

**21st Century. World Bank Discussion Papers**

**No. 257.**

World Bank, Washington, D. C.

Report No.—ISBN-0-8213-2985-5; ISSN-0259-

210X

Pub Date—94

Note—166p.

Available from—Distribution Unit, Office of the

Publisher, The World Bank, 1818 H Street, N.W.,

Washington, DC 20433 (\$10.95).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—\*Access to Education, Classroom

Techniques, Cross Cultural Studies, Cultural Dif-

ferences, Early Childhood Education, \*Educa-

tional Improvement, \*Educational Quality, \*Elementary Education, Foreign Countries, Government Role, \*National Norms, Poverty, Regional Characteristics, Socioeconomic Influences, Teacher Effectiveness, Textbooks  
Identifiers—\*Caribbean, \*Latin America

This report reviews selected issues and progress to date in Latin America and the Caribbean (LAC) in improving primary education quality and provides suggestions and recommendations for the future. The report examines: (1) learning, school completion, and grade repetition in LAC; (2) the relationships between primary school inputs and outputs in LAC; (3) early childhood development; (4) textbooks and teaching materials; (5) teachers and their classroom behavior; (6) the financing of primary education; and (7) the use of information for decision making in primary education. The report notes that 29 percent of all children in LAC primary schools are repeating their grade each year, and that LAC spends \$2.5 billion each year to teach some 20 million repeaters. Based on international studies of academic achievement, LAC countries do significantly worse than the developed world, and worse than many developing countries in Asia. The report emphasizes the need to focus on investments in three key areas to improve primary education quality. These are the provision of early childhood programs to the poorest and most vulnerable elements of society, the modification of teachers' classroom behavior to accommodate instructional innovation, and the provision of adequate quality and quantity of textbooks and educational materials to students. Contains 148 references. (MDM)

ED 381 236

PS 022 986

Bagley, Christopher. *And Others*  
International and Transracial Adoptions: A Mental Health Perspective.

Report No.—ISBN-1-85628-082-9

Pub Date—93

Note—36pp.

Available from—Avebury, Ashgate Publishing Company, Old Post Road, Brookfield, VT 05036 (\$66.95; 20% discount on 5 or more copies).

Pub Type—Books (010)—Information Analyses (070)

Document Not Available from EDRS.

Descriptors—\*Adjustment (to Environment), \*Adopted Children, Adoption, Adoptive Parents, Coping, Foreign Countries, \*Mental Health, Nature Nurture Controversy, Residential Care, Self Actualization, Self Concept, \*Self Esteem, \*Transracial Adoption

Identifiers—Canada, China, Great Britain, \*International Adoption

The key dependent variable in adoption research is the child's mental health, in the short and the long term. Defining mental health as the development of basic ego strength and a feeling of self-worth, which enable an individual to cope with stresses later in life, this book focuses on how well adolescents and young adults have fared in adoption. The book is divided into four sections. Section 1 is titled "Adjustment in Adoption: A Review." Topics discussed include the institution of adoption; follow-up studies of adjustment in adoption; genetic, physical, and constitutional factors influencing adjustment in adoption; clinical research and policy change; and adjustment and identity in transracial and intercountry adoption. Section 2 discusses empirical studies of adoption in Canada and Britain. The third section, titled "Intercountry and Transracial Adoption: Empirical Studies and Policy Review," discusses the history of and policy formation regarding international adoption; follow-up studies of adjustment among adopted children, including those from Hong Kong and Vietnam who grew up in Britain; and transracial adoptions in Canada and Britain. Section 4, "Adopted Children in Residential Care: A Typology of Disrupted Adoptions," contains studies of adopted children in residential treatment centers and types or clusters of adjustment problems. A concluding section summarizes the research findings in earlier chapters. Contains over 480 references. (DR)

ED 381 237

PS 023 029

Meier, John H.

Behavior Management Manual for Preschool Children, Their Parents & Teachers. (Revised Edition).

San Bernardino Community Coll. District, CA. Office of Planning and Research.

Pub Date—94

Note—32p.

Available from—Preschool Services Department, 250 South Lena Road, San Bernardino, CA 92408 (one copy fee; additional copies, \$1 each; limit, 10 copies).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attention, Attention Deficit Disorders, \*Behavior Change, \*Behavior Problems, \*Change Strategies, Discipline, Incentives, Parent Child Relationship, \*Positive Reinforcement, Praise, \*Preschool Children, Preschool Education, Preschool Teachers, Self Esteem, Self Motivation, Teacher Response, Teacher Student Relationship, Timeout

This booklet is intended to help teachers, aides, and parents of preschool-age children to establish desirable behaviors and eliminate inappropriate behaviors in their children. Following a list of definitions, the booklet discusses how to discriminate between different types of behavior and how to choose the appropriate level of response. Major steps in changing behavior are discussed, including raising the child's self-esteem, establishing rules, getting a child's attention, using warnings and corrective feedback, and making consequences clear. A team approach to positive behavior reinforcement is included for teachers and assistants who need to present a united front. Also included is a list of suggestions for promoting positive behavior, a discussion of extrinsic and intrinsic reinforcers; a list of alternatives to lashing out at misbehaving children, and a list of characteristics common to children with attention deficit disorder with and without hyperactivity. Attached are a child development screening form, child-family referral form, and a list of 101 ways to praise a child. (WP)

ED 381 238

PS 023 031

Whaley, Deborah W.

A Plan of Action for Recruitment and Evaluation of the Child Care Credential Training Program for Child Care Professionals.

Pub Date—94

Note—54p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Certification, \*Day Care, Early Childhood Education, Mass Media Use, Practicums, Program Descriptions, \*Program Evaluation, \*Public Relations, \*Student Recruitment, Teacher Education, \*Teacher Education Programs

This practicum project was designed to formulate and initiate a plan of action to promote and evaluate a community college Child Care Credential (CCC) training program. A pre-implementation survey indicated that few child care professionals in the community knew of the program or its characteristics. A media campaign was designed to promote the program and recruit child care professionals to it. It consisted of implemented. The campaign consisted of radio and television public service announcements, newspaper advertisements, presentations at local professional meetings, and a mass mailing to all child care centers and professionals in the community. The CCC training program developed by the state Division of Child Development was then presented to 100 participants over an 11-week period. Analysis of entrance and exit surveys to program participants found that the CCC training program was effective and had practical value for child care professionals. Contains 22 references. (MDM)

ED 381 239

PS 023 032

Kraus, Pamela

Developing Positive Parent Participation in Preschool Programming.

Pub Date—94

Note—52p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043)—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Change Strategies, Inservice Teacher Education, \*Parent Attitudes, \*Parent Participation, \*Parent School Relationship, Parent Teacher Cooperation, Practicums, \*Preschool Education, Teacher Attitudes

Identifiers—Illinois State Board of Education

A practicum was designed to address the problem of limited opportunities for parents to participate in their children's preschool education and the dichot-

omous interpretation between parents and preschool staff of what constitutes satisfactory parent participation within the preschool program. The goal of the practicum was to have parents express satisfaction with the quality and opportunities for parent participation. Thirty parents and four staff members in the prekindergarten program of a public school district participated. A number of activities were implemented, including surveying parent interests and availability, distributing a monthly newsletter, developing a parent bulletin board, and inviting parents to curriculum planning and grant writing sessions. Program staff also received training on strategies for collaboration between parents and schools. End-of-year parent surveys indicated that parent participation and satisfaction grew as the variety of parental participatory opportunities increased. The majority of staff members reported a positive change in attitude regarding appropriateness of parent involvement within the preschool. (Three appendices contain the Illinois State Board of Education annual program review, the parent survey, and survey results.) (WP)

ED 381 240

PS 023 049

Better Nutrition and Health for Children Act of 1994. Senate Report (To Accompany S. 1614), 103rd Congress, 2d Session.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture, Nutrition, and Forestry.

Report No.—Senate-R-103-300

Pub Date—Jul 94

Note—168p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Child Health, Cost Effectiveness, \*Federal Legislation, \*Federal Programs, Federal Regulation, \*Lunch Programs, \*Nutrition, Objectives, Policy Analysis, Program Budgeting

Identifiers—Child Nutrition Act 1966, Congress 103rd, National School Lunch Act 1946, \*Reauthorization Legislation, Women Infants Children Supplemental Food Program

This report examines the background, purpose, cost, and regulatory impact of Senate Bill 1614, the proposed Better Nutrition and Health for Children Act of 1994. The purpose of the act is to reauthorize and make improvements in various federal nutrition programs, such as the National School Lunch Act and the Child Nutrition Act. The report outlines past federal support for child and family nutrition and the current need for reauthorization changes in such programs. It summarizes four hearings held by the Committee on Agriculture, Nutrition, and Forestry on the proposed legislation and contains a section-by-section analysis of the Act. Congressional Budget Office cost estimates for the Act through 1999 are included. The bulk of the report specifies the changes that the Act will bring about in existing law. (MDM)

ED 381 241

PS 023 059

Maude, Susan P. And Others

Exemplary Practices in Early Childhood Education in Illinois: Evaluation Study and Case Studies, 1990-1991 and 1991-1992.

Illinois State Board of Education, Springfield.

Pub Date—92

Note—56p.; Photographs may not copy adequately. Pub Type—Guides - Non-Classroom (055)—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Day Care Centers, \*Early Childhood Education, Educational Assessment, Educational Quality, Family Involvement, Personnel, Personnel Evaluation, \*Preschool Evaluation, Program Descriptions, \*Program Effectiveness, Program Evaluation, Program Validation, State Surveys, \*Statewide Planning, Young Children

Identifiers—\*Illinois, \*Program Characteristics

This report presents the results of a 2-year collaborative effort by the Illinois State Board of Education and 2 independent evaluators to assess early childhood programs in various sites throughout Illinois, and to provide models for other schools or community programs developing and expanding services for young children. The evaluation components consisted of expert reviews on five dimensions chosen to provide evidence that the programs under evaluation would be viable in other areas within the state: (1) program description, including philosophy and goals; (2) description of the practice, including services provided and costs; (3) personnel involve-

ment, including duties and qualifications; (4) evidence of effectiveness, including measures and outcome data; and (5) transportability, including conditions needed for effective adaptation. The evaluation reports for all the finalist, semifinalist and honorably mentioned programs for the years 1990-91 and 1991-92 are presented. Nine programs were selected as finalists in 1990-91, seven as finalists in the 1991-92 search, and five as semi-finalists in the 1991-92 search. These finalists were selected on the basis of four practice areas: staffing patterns, service delivery, family involvement, and program design. In addition to these awards, honorable mention awards were given in the area of staffing patterns, program design, family involvement, and early childhood network. (AA)

**ED 381 242**

PS 023 063

*Holt, Larry***Cooperative Learning in Action.**

National Middle School Association, Columbus, OH.

Report No.—ISBN-1-56090-066-0

Pub Date—93

Note—143p.

Available from—National Middle School Association, 4807 Evanswood Drive, Columbus, OH 43229.

Pub Type—Guides—Non-Classroom (055)

**EDRS Price—MF01/PC06 Plus Postage.**

Descriptors—Art Activities, \*Classroom Techniques, \*Cooperative Learning, Elementary School Students, \*Group Activities, Group Instruction, Intermediate Grades, Interpersonal Competence, Junior High Schools, Junior High School Students, Language Arts, Lesson Plans, Mathematics Education, \*Middle Schools, Music Activities, Science Activities, Social Studies, Teacher Role, Teaching Methods

Identifiers—Middle School Students

This guidebook discusses cooperative learning at the middle school level and provides lesson plans that use cooperative learning techniques in various subject areas. Part 1 details three classroom organizational options and the elements of cooperative learning; examines the major types of cooperative learning; reviews the importance of developing the social skills needed in conjunction with cooperative learning; and provides suggestions for initiating cooperative learning in the classroom. Part 2 contains 52 lesson plans in art, mathematics, music, reading/language arts, science, and social studies, each of which was submitted by active middle school teachers. Each lesson plan includes a clear description of the plan to be taught and the expected learning outcome, a description of the lesson procedures, and the materials necessary to conduct the lesson, many of which are reproducible. (MDM)

**ED 381 243**

PS 023 067

*Siraj-Blatchford, Iram***The Early Years: Laying the Foundations for Racial Equality.**

Report No.—ISBN-0-948080-64-7

Pub Date—94

Note—189p.

Available from—Trentham Books Limited, Westview House, 734 London Road, Oakhill, Stoke-on-Trent, Staffordshire, England ST4 5NP, United Kingdom (11.95 British pounds).

Pub Type—Books (010)—Guides—Non-Classroom (055)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Attitude Change, \*Childhood Attitudes, Classroom Techniques, Curriculum Development, Early Childhood Education, Federal Legislation, Foreign Countries, Language Acquisition, Parent Participation, Policy Formation, \*Racial Bias, Racial Discrimination, Self Esteem, Teacher Education

Identifiers—\*Anti Bias Practices, Equality (Social), Great Britain

Noting that racism is inherent—often in hidden ways—in all aspects of British society and is damaging to all children, this book provides thoughtful and practical support for early childhood workers to help children develop a sense of self-worth and to ensure equality of opportunity for all children. The book identifies the many ways in which young children experience racism; discusses good practice in language development, curriculum development, and working with parents; and identifies the importance of policies that are implemented, and of training and resources to take these policies forward. Sections 1 and 2 of the book are informative and

intended to build confidence and understanding of what racism is and how to deal with it positively through day-to-day practice with children. Section 3 is concerned with understanding the British national initiatives that support or hinder equality. The final chapter is a practical discussion of training and should be read in conjunction with the first two sections. The individual chapter titles are: (1) "Young Children and Racial Difference"; (2) "Understanding Racial Inequality"; (3) "Language, Learning and Multilingual Development"; (4) "Creating a Curriculum and Ethos for Racial Equality"; (5) "Parental Involvement: Fostering Confidence and Communication"; (6) "Antiracism: Policy Developments in the Early Years"; (7) "The State in Three Acts" (on institutional racism and reform legislation); and (8) "Training and Resources: The Way Forward." The book concludes with a listing of useful sources and resources for racial equality. Contains 127 references. (HTH)

**ED 381 244**

PS 023 068

*Gartrell, Daniel***A Guidance Approach to Discipline.**

Report No.—ISBN-0-8273-5520-3

Pub Date—94

Note—364p.; Foreword by Sue Bredekamp.

Available from—Delmar Publishers, 3 Columbia Circle, Albany, NY 12212.

Pub Type—Books (010)—Guides—Classroom—Teacher (052)

**EDRS Price—MF01/PC15 Plus Postage.**

Descriptors—\*Behavior Change, Behavior Development, Behavior Problems, Behavior Theories, \*Change Strategies, Child Development, \*Classroom Techniques, Developmental Stages, \*Discipline, Discipline Problems, Early Childhood Education, \*Guidance, Intervention, Parent Child Relationship, Social Development, Teacher Student Relationship, \*Young Children

Noting that the early childhood age group encounters—and poses—particular challenges that require understanding by early childhood teachers, this book presents theories and practical skills needed to administer discipline that will promote the educational development of young children and help them learn from their behavior. The guidance approach presented, which focuses on children ages 3 to 8 years, addresses mistaken behavior, teaches children to solve the problem, and protects self-esteem. The book includes ten chapters, grouped in three units. Chapter 1 provides a historical overview of the guidance tradition. Chapter 2 presents three levels of mistaken behavior, a basic construct of the guidance approach. Chapter 3 discusses principles of a guidance approach, and chapter 4 presents implementation. Chapter 5 discusses classroom management through the use of learning centers and classroom routines. Chapter 6 explores management of the daily program to reduce the need for mistaken behavior. Chapter 7 introduces skills and strategies for communicating with children in order to reduce the need for mistaken behavior and techniques for communicating with parents. Chapter 8 presents conflict resolution strategies for addressing mistaken behavior. Chapter 9 offers information to help prospective and practicing teachers cope with and remediate serious mistaken behavior, while chapter 10 defines liberation teaching as a concept which integrates: viewing human nature positively; preventing problems by accommodating the developmental needs of young children; teaching children empathy and problem-solving skills; practicing nonpunitive intervention; and building a team relationship with parents. Four appendices include sample greeting letters, surveys, brochure, and flyer; a position statement of the Minnesota Association for the Education of Young Children, and an individual guidance plan worksheet. (AA)

**ED 381 245**

PS 023 070

*Myers, Bob***Parenting Teenagers in the 1990s.**

Australian Council for Educational Research, Hawthorn.

Report No.—ISBN-0-86431-121-4

Pub Date—92

Note—153p.

Available from—Australian Council for Educational Research Ltd., Radford House, Frederick Street, Hawthorn, Victoria 3122, Australia.

Pub Type—Books (010)—Guides—Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—\*Adolescents, Behavior Problems, \*Child Rearing, Child Responsibility, Decision

Making, Discipline, Foreign Countries, Interpersonal Communication, Parent Attitudes, \*Parent Child Relationship, Parenting Skills, Parent Materials, Parent Responsibility, Parent Role, \*Parents

Identifiers—\*Adolescent Attitudes, Disciplinary Styles, Parent Control, Parenting Styles, Parent Strictness

Parents who are having difficulty coping with their child's behavior need to understand the reasons for their child's behavior and to feel confident in their way of handling the situation. This book explains how to make, maintain, repair and strengthen relationships with teenagers. It encourages parents to take control of the parenting situation by taking control of their own actions and reactions. Following an introductory overview of adolescence, the chapters of the book are: (1) "The Purposes behind Misbehavior"; (2) "Changing the Parent-Child Relationship"; (3) "Being Assertive with Teenagers"; (4) "Communicating with Teenagers"; (5) "The Adult Emerging from the Child"; (6) "Helping Teenagers Make Adult Decisions"; (7) "Consequences"; and (8) "Letting Go of Your Teenager." (HTH)

**ED 381 246**

PS 023 073

**Early Childhood Programs: Local Perspectives on Barriers to Providing Head Start Services.**

Report to the Chairman, Subcommittee on Children, Family, Drugs and Alcoholism, Committee on Labor and Human Resources, U.S. Senate.

General Accounting Office, Washington, DC. Health, Education, and Human Services Div.

Report No.—GAO/HEHS-95-8

Pub Date—Dec 94

Note—64p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free; additional copies \$2 each; 100 or more copies, 25% discount).

Pub Type—Legal/Legislative/Regulatory Materials (090)—Reports—Research (143)—Tests/Questionnaires (160)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—Administrator Attitudes, \*Administrators, \*Educational Attitudes, Educational Facilities, Educational Quality, \*Educational Strategies, \*Federal Programs, Health Services, Human Services, \*Preschool Education, \*Program Improvement, Salaries, Teacher Effectiveness

Identifiers—\*Project Head Start

This study was designed to identify barriers that local Head Start staff believe limit their ability to provide quality services, the extent to which staff believe programs experience these barriers, and the techniques or approaches programs have used to overcome these barriers. It also sought to determine how Head Start programs use Quality Improvement Funds (QIFs) to enhance and strengthen service quality. The study surveyed 654 Head Start grantees and delegates, who provided information about their programs for the 1992-93 school year. Over 90 percent of the Head Start directors surveyed reported experiencing at least one of the following barriers: (1) insufficient qualified staff to meet the complex needs of children and families; (2) limited availability of health professionals in the community willing to help Head Start staff in providing services; and (3) difficulties getting suitable facilities at reasonable costs. In addition, survey results showed that the primary use of QIFs was to increase staff salaries and to recruit and retain qualified staff. Five appendices provide information on Head Start funding, survey methodology, a copy of the survey instrument, a list of the sites contacted or visited, and contacts and staff acknowledgements. (Contains 30 references.) (MDM)

**ED 381 247**

PS 023 074

**Early Childhood Programs: Parent Education and Income Best Predict Participation.**

Report to the Chairman, Subcommittee on Children, Family, Drugs and Alcoholism, Committee on Labor and Human Resources, U.S. Senate.

General Accounting Office, Washington, DC. Health, Education, and Human Services Div.

Report No.—GAO/HEHS-95-47

Pub Date—Dec 94

Note—36p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884 (first copy, free; additional copies are \$2 each; 100 or more mailed to a single address discounted 25%).

Pub Type—Legal/Legislative/Regulatory Materi-

als (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*At Risk Persons, Educational Attainment, \*Enrollment, \*Family Income, Individual Differences, Low Income Groups, \*Parent Background, Predictor Variables, \*Preschool Education, Racial Differences, Regional Characteristics, Social Differences, \*Socioeconomic Influences

This report examined the participation of at-risk children in preschool programs, after controlling for selected individual, family, and geographic characteristics. A multivariate statistical technique, a logistic regression, was applied to data from the 1990 Decennial Census. This allowed an analysis of the relative effects of each of the following variables on preschool participation: income, education status of most educated parent, race, immigrant status, linguistic-isolation status, employment status of parent, family type, the urbanicity of residence, and state of residence. With Head Start funds reaching less than half of the eligible 3- and 4-year-olds, children living in low-income families were 16 to 20 percent less likely to attend preschool than their middle-income counterparts, even after controlling for ethnicity, family type, immigrant status, parent education, and other family characteristics. By contrast, children in higher-income families were 25 to 50 percent more likely to go to preschool than children from middle-income families. The education level of children's parents has a large influence on participation; the higher the level of education of the parent(s), the more likely that the child would participate in preschool. The report also found that Black and Native American children were more likely than white children to attend preschool, after controlling for individual, family, and geographic characteristics. Three appendices contain the objectives, scope, and methodology of the study, data points for report figures, and General Accounting Office (GAO) contacts and staff acknowledgments. (MDM)

**ED 381 248**

PS 023 091

Morton-Young, Tommie

**After-School and Parent Education Programs for At-Risk Youth and Their Families: A Guide to Organizing and Operating a Community-Based Center for Basic Educational Skills Reinforcement, Homework Assistance, Cultural Enrichment, and a Parent Involvement Focus.**

Report No.—ISBN-0-398-05961-6

Pub Date—95

Note—136p.

Available from—Charles C. Thomas, Publisher, 2600 South First Street, Springfield, IL 62794-9265 (cloth—ISBN-0-398-05961-6; paperback—ISBN-0-398-05962-4).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*After School Programs, \*Basic Skills, Cultural Enrichment, Elementary Secondary Education, High Risk Students, \*Homework, \*Interpersonal Competence, \*Parent Education, \*Parent Participation, Supplementary Education

Intended for use by community organizers, parent-child advocates, parents, teacher education programs, and field experience classes, this book discusses after-school programs designed to assist students in completing homework, aid youth in acquiring basic educational and social skills, and help their parents become more effective agents in their children's schooling experiences. The book is divided into four parts, and an introduction that discusses changes in American society, the needs of at-risk children, and characteristics of after school programs. Part 1, "Getting Started," discusses organizing an after-school program, advisory councils, goals, cooperative efforts, publicity, fundraising, human resources, staff recruitment and training, and physical and material resources. Part 2, "The After-School Program Plan," describes the blueprint needed by an after-school program; setting up contents of the program to supplement the regular curriculum; ways the program can go beyond school subjects to teach character, values, and morality; and tutors and testing. Part 3, "The Parent Focus," contains information on working with parents, level of parent participation, and information on parent education programs. Part 4 consists of a directory of resources that includes contact information for publishers, producers of learning materials, periodicals and miscellaneous programs, and other resources, including government agencies and professional as-

sociations. Contains 26 references. (DR)

**ED 381 249**

PS 023 096

Jacobs, Gerylyn M. Crowley, Kathy Weaving an Integrated Curriculum.

Pub Date—22 Apr 94

Note—14p.; Paper presented at the Midwest Association for the Education of Young Children Conference (Peoria, IL, April 22, 1994).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Art Activities, \*Children's Literature, \*Class Activities, Cultural Pluralism, \*Curriculum Design, Dinosaurs, Early Childhood Education, Habitats, Interdisciplinary Approach, Mathematics Skills, Science Activities, Social Studies, \*Thematic Approach, \*Units of Study

Identifiers—Seasons

This paper discusses four thematic units that teachers can use with preschool and primary grades, along with examples of activities that can be integrated into each unit. The units include "Land of Many Colors," based upon a book of the same name that tells the story of gingerbread-shaped characters who learn to accept each other even though they are different colors. The next unit, "Seasons," is developed around a collection of children's literature that focuses on seasonal themes. The third unit, "Habitats," focuses on animal habitats and children's books that explore the issue. "Dinosaurs," the fourth unit, uses books on dinosaurs and various activities to explore the world of dinosaurs. Specific science, math, social studies, and art activities for each unit are presented. (Contains 29 references.) (MDM)

**ED 381 250**

PS 023 104

Ross, Jane L.

**Child Care: Narrow Subsidy Programs Create Problems for Mothers Trying To Work. Testimony before the Subcommittee on Early Childhood, Youth, and Families, Committee on Economic and Educational Opportunities, House of Representatives.**

General Accounting Office, Washington, DC. Health, Education, and Human Services Div.

Report No.—GAO/T-HEHS-95-69

Pub Date—31 Jan 95

Note—18p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free; additional copies, \$2 each; 100 or more copies, 25% discount).

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Day Care, Early Childhood Education, \*Employed Women, \*Employment Problems, Federal Legislation, \*Federal Programs, Government Role, \*Low Income Groups, Mothers, \*One Parent Family, Program Improvement, Public Policy

Identifiers—At Risk Child Care Program, Child Care and Development Block Grants, \*Child Care Costs, Family Support Act 1988, Testimony, Transitional Child Care

This testimony examines the role that affordable child care plays in helping unemployed mothers enter and remain in the workforce, focusing on how current federal programs create service gaps for low-income mothers attempting to work. These are issues needing consideration as consolidation of these programs is weighed as a means of closing these gaps. It describes four child care programs for low-income families created between 1988 and 1990 (Family Support Act, Transitional Child Care, At-Risk Child Care, and Child Care and Development Block Grant programs) and provides examples of gaps in child care services that may affect program participants' ability to seek employment or continue working. The testimony recommends that in considering the consolidation of these programs, trade-offs need to be weighed between state flexibility to determine whom to serve with subsidies and congressional interest in accountability for how federal money is spent and for positive program outcomes. A list of 18 related GAO publications is included. (MDM)

**ED 381 251**

PS 023 105

Li, Jiali Bennett, Neil

**Young Children in Poverty: A Statistical Update.** Columbia Univ., New York, NY. National Center for Children in Poverty.

Pub Date—20 Dec 94

Note—7p.

Available from—National Center for Children in Poverty, Columbia University School of Public Health, 154 Haven Avenue, New York, NY 10032.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Disadvantaged Youth, Economic Factors, Employment, Family Characteristics, Family Income, National Norms, One Parent Family, \*Poverty, Poverty Programs, Racial Differences, \*Socioeconomic Influences, \*Statistical Data, \*Young Children

This report provides statistical information about young children and their families living in poverty. It includes the following data: (1) from 1987 to 1992, the number of poor children under age 6 rose from 5 to 6 million; (2) from 1972 through 1992, the poverty rates have increased dramatically for children under age 6; (3) in 1992, 55 percent of poor children under age 6 were either black or Hispanic; (4) poverty rates for children under age 6 are the highest in urban areas; (5) over 10 million children under age 6 lived in low-income families in 1992; (6) 18 percent of all poor children under age 6 in 1992 lived with unmarried mothers who worked full-time or with married parents, at least one of whom had a full-time job; (7) the odds of being poor increase for children under age 6 living with unmarried mothers; (8) young children with better-educated parents are much less likely than others to be poor; and (9) public assistance or full-time employment does not guarantee that families will not be poor. (MDM)

**ED 381 252**

PS 023 107

Ransome, Whitney, Ed. And Others

**Raising Confident, Competent Daughters: Strategies for Parents.**

National Coalition of Girls' Schools, Concord, MA. Pub Date—[95]

Note—17p.; Photographs may not reproduce clearly.

Available from—National Coalition of Girls' Schools, 228 Main Street, Concord, MA 01742.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Academic Achievement, \*Athletics, \*Daughters, Elementary Secondary Education, Mathematics Achievement, Parent Child Relationship, Parent Participation, \*Parent Role, Peer Relationship, \*Science Activities, \*Self Esteem, Sex Fairness, Sex Stereotypes

This booklet contains five essays designed to help parents raise confident, competent daughters. They focus on ways that parents can help their preadolescent and adolescent daughters: (1) speak up in class, articulate their thoughts, and speak with self-confidence in various academic and social situations; (2) develop an interest and aptitude for mathematics and science; (3) develop healthy peer relationships during the transition through adolescence; (4) participate in sports that allow them to develop physical fitness, determination, self-esteem, strategic thinking, and teamwork; and (5) develop self-esteem and self-confidence through discussions of gender roles and stereotypes portrayed in the family, literature, the mass media, and school. Specific activities that parents can undertake with their daughters are presented. (MDM)

**ED 381 253**

PS 023 108

Fore, David A. McLeod, Terry M.

**Using "Developmentally Appropriate Practice" (1987) for Teacher Self-Assessment and Attitudinal Congruence: Summative Results.**

Pub Date—[94]

Note—13p.; For a related document, see ED 345 843.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Education, \*Elementary School Teachers, Evaluation Methods, Graduate Students, Preschool Education, \*Self Evaluation (Individuals), \*Teacher Attitudes, \*Teacher Evaluation, \*Teaching Methods, Test Reliability, \*Test Validity

Identifiers—\*Developmentally Appropriate Programs

This paper presents the results of a 3-year study that examined the efficacy of using the National Association for the Education of Young Children's (NAEYC) "Developmentally Appropriate Practices" (DAP) guidebook for assessment purposes. It

surveyed 49 kindergarten and primary grade teachers and 123 graduate education students enrolled in early childhood graduate courses, using the 23-item and 37-item appropriate-inappropriate criteria for kindergarten and primary teachers, respectively, from the DAP guidebook. The results indicated that the DAP has little value for use as a self-assessment tool, due to ambiguity in the organization and wording of the DAP items. (Contains 15 references.) (MDM)

**ED 381 254** PS 023 111

*Reyes, Maria Rothman, Donald*

**Parents as Partners: Planning Early for your Children's School Success and College Attendance. Revised Edition = Los Padres como Socios: Planificando para el Éxito Escolar y la Asistencia al Colegio de Sus Niños. Edición Revisada.**

California State Dept. of Education, Sacramento; California State Univ., Sacramento; California Univ., Sacramento.

Report No.—ISBN-0-8011-1135-8; ISBN-0-8011-1136-6

Note—29p.; Supersedes the 1987 edition, ED 297 858.

Available from—Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271 (first copy, free; 50 booklets, \$15; 51-100 booklets, \$0.25 per copy; 101 or more copies, \$0.20 per copy).

Language—English; Spanish

Pub Type—Guides—Non-Classroom (055)—Multilingual/Bilingual Materials (171)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—\*Academic Achievement, College Admission, \*College Preparation, Early Childhood Education, Educational Attitudes, Elementary Secondary Education, Higher Education, \*Parent Participation, \*Parent Role, Parents as Teachers, Parent School Relationship, Parent Student Relationship, \*Students

**Identifiers**—California  
This booklet, available in English and Spanish, describes what California parents can do at home and in the school to support and encourage their children's success in school and college. Discussion emphasizes the extent to which parents influence their children's attitudes about learning and school, and points out that parent involvement is crucial to children's academic success. The booklet lists specific things that parents can do at home on a daily basis to help their children succeed in prekindergarten, the elementary grades, junior high, and high school. It outlines California high school graduation requirements, college entrance requirements, and California's system of higher education. The booklet also provides information on financial aid for college and a list of related publications available from the California Department of Education. (MDM)

**ED 381 255** PS 023 113

*Newsline. Spring and Fall 1993.*

Generations United, Washington, DC.

Pub Date—93

Note—33p.; In 1993 only 2 issues were published. Available from—Generations United, c/o CWLA, 440 First Street, N.W., Suite 310, Washington, DC 20001-2085 (Quarterly newsletter, \$10).

Journal Cit—Newsline; Spring, Fall 1993

Pub Type—Collected Works—Serials (022)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Aging (Individuals), Child Welfare, Clearinghouses, \*Community Programs, \*Conferences, \*Day Care, Early Childhood Education, Government Role, Grants, \*Intergenerational Programs, Mixed Age Grouping, National Organizations, Older Adults, Program Descriptions, Social Action, State Government, Workshops, Youth

**Identifiers**—\*Community Service, National Service  
These newsletters contain various articles on programs, activities, and events related to intergenerational issues. Articles focus on: (1) the 1993 Generations United (GU) fourth national conference; (2) a grant from the Commission on National and Community Service received by GU; (3) 41 workshops held at the 1993 GU national conference, the majority of which focused on grandparenting and child care issues; (4) an interview with Fernando Torres-Gil, Assistant Secretary for Aging at the Department of Health and Human Services; (5) 11 recently funded Retired Senior Volunteer Programs (RSVPs); (6) the National and Commu-

nity Service Trust Act of 1993; (7) state coordinating agencies for intergenerational volunteer programs; (8) Intergenerational Week; (9) intergenerational programs in Florida, Wisconsin, and Ohio. A calendar of upcoming events and a list of GU member organizations are included. (MDM)

**ED 381 256** PS 023 115

*Reifel, Stuart, Ed.*

**Advances in Early Education and Day Care: Topics in Early Literacy, Teacher Preparation, and International Perspectives on Early Care. Volume 6.**

Report No.—ISBN-1-55938-767-X

Pub Date—94

Note—288p.

Available from—JAI Press, Inc., 55 Old Post Road No. 2, Greenwich, CT 06836 (\$73.25).

Pub Type—Books (010)—Collected Works—General (020)—Information Analyses (070)

**Document Not Available from EDRS.**

**Descriptors**—\*Child Caregivers, \*Child Rearing, Comparative Analysis, Cross Cultural Studies, \*Day Care, Discipline, Early Childhood Education, Foreign Countries, Infants, Leadership Training, \*Literacy, \*Teacher Education, Toddlers

**Identifiers**—Australia, \*Caregiver Training, \*Emergent Literacy, Israel, Japan, Russia

This volume looks at three different broad topics that are of continuing interest for early education and care. The first part of the volume furthers the view of children's acquisition of literacy and how that acquisition takes place. The second part addresses preparation of professionals in early childhood education. The third part provides perspectives on child care practices in four different countries. Articles in this volume are: (1) "Literacy Play Interventions: A Review of Empirical Research" (James F. Christie); (2) "Framing Child Texts with Child Worlds: The Social Use of Oral and Written Narratives in an Urban K/1 Classroom" (Anne Haas Dyson); (3) "What Parents Tell Us about Children's Emerging Literacy" (Nancy Roser and others); (4) "The Preparation of Teachers of Young Children" (Olivia N. Saracho and Bernard Spodek); (5) "Assessing the Preparation of Infant/Toddler Caregivers" (Alice Sterling Honig); (6) "Issues and Evaluation of an Israeli Early Childhood Leadership Training Program" (Miriam K. Rosenthal and Rena Shimoni); (7) Child Care from the Perspective of Parents, Caregivers, and Children: Australian Research" (Margaret Clyde and others); (8) "Child Rearing Ideas and Feelings of Russian and American Mothers and Early Childhood Teachers: Some Comparisons" (Jean M. Ispa); and (9) "The Roots of Discipline in Japanese Preschools: Meeting Children's Need for Friendship and Contribution" (Catherine C. Lewis). (HTH)

**ED 381 257** PS 023 122

*Cohen, Ruth And Others*

**Building on People's Strengths: Early Childhood in Africa.**

Bernard Van Leer Foundation, The Hague (Netherlands).

Report No.—ISBN-90-6195-030-9

Pub Date—94

Note—71p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Caregiver Role, \*Child Development, Community Role, \*Early Childhood Education, \*Educational Policy, Females, Foreign Countries, Government Role, Outcomes of Education, Parent Role, \*Philanthropic Foundations, Poverty, Program Costs, Program Descriptions, Program Development, Public Policy, Socioeconomic Influences, \*Young Children

**Identifiers**—\*Africa  
This report describes early childhood development (ECD) in Africa and the Bernard van Leer Foundation's strategies for early childhood programs in African nations. Chapter 1 examines the context in which Africa's children are growing up, focusing on the hardships that many children face, as well as the efforts made by families, communities, and international groups to alleviate the effects of economic decline, inadequate services, war, and civil strife. Chapter 2 reviews the importance of the early years on children's development and discusses the kinds of outcomes that ECD programs should be seeking. Chapter 3 discusses the roles of individuals and groups who come into contact with children, including primary caregivers, secondary caregivers, community organizations, policymakers, and gov-

ernments. Chapter 4 examines what roles these same individuals and organizations should play in ECD programs. Chapter 5 deals with the costs and effects of ECD programs. Chapter 6 serves as a conclusion and discusses the key issues of the ECD debate in Africa, including the holistic development of children, multisectoral programs, and the needs of women and girls. (MDM)

**ED 381 258** PS 023 143

*Wardle, Francis Moore-Kneas, Kimberly*  
**Child-to-Child Sexual Behavior in Child Care Settings. Final Report of the Symposium (Denver, Colorado, April 1993).**

Children's World Learning Centers, Inc., Golden, CO.

Pub Date—95

Note—44p.

Pub Type—Reports—Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Child Behavior, Child Development, \*Peer Relationship, \*Preschool Children, Preschool Education, \*Sexuality, Teacher Education, \*Teacher Response

**Identifiers**—\*Dysfunctional Behavior, \*Sex Knowledge

This report summarizes a 3-day symposium held to explore issues surrounding child-to-child sexual behaviors among preschool children. The participants included professionals from a range of fields—education, higher education, therapy, curriculum design, and training. The first part of the symposium involved an open exchange of issues and ideas on topics related to child-to-child sexual behaviors. The introduction discusses the purpose of the symposium, presents research on levels of child sexual behavior, examines sexual behavior problems, and debates possible courses of action. The second part of the report consists of reports from three working groups that made recommendations on specific areas within the general topic of the symposium. Group 1 was concerned with categorizing child-to-child sexual behaviors and understanding what causes a behavior to be problematic. Three categories of child-to-child sexual behaviors were devised: Developmentally Expected, Behavior Suggesting Dysfunctional Development, and a category between these two. Group 2 dealt with issues surrounding responses to sexual behaviors in child care settings, and reporting child-to-child sexual behaviors in these settings, emphasizing open and constant communication between child care staff and parents. The last group addressed topics surrounding teaching staff and discusses how to support healthy sexual development in young children, and how to respond appropriately to child-to-child sexual behaviors, emphasizing reflection on cultural differences in the appropriateness of behaviors. (BAC)

**ED 381 259** PS 023 146

*Hannon, Peter*

**Literacy, Home and School: Research and Practice in Teaching Literacy with Parents.**

Report No.—ISBN-0-7507-0360-1

Pub Date—95

Note—170p.

Available from—Falmer Press, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598 (Hardback: ISBN-0-7507-0359-8; Paperback: ISBN-0-7507-0360-1, \$24.95).

Pub Type—Guides—Non-Classroom (055)—Books (010)

**Document Not Available from EDRS.**

**Descriptors**—Early Childhood Education, Elementary Education, Family School Relationship, Foreign Countries, \*Literacy, \*Literacy Education, \*Oral Reading, \*Parent Role, \*Parents as Teachers, \*Parent Teacher Cooperation, Reading Research, Reading Skills, Student Evaluation, Teacher Role, Writing Research

**Identifiers**—\*England

This book discusses what can be done to extend literacy and raise literacy standards for all sections of the population, the relationship between home learning and school learning, and the role of parents in their children's education, focusing on the situation in England. It is designed to assist teachers who work cooperatively with parents in the education of their children. The book brings together several lines of research and offers new ways of thinking about parental involvement which will interest both researchers and practitioners. Eleven chapters focus on: (1) the meaning of literacy; (2) the changing role of parental involvement in their children's literacy education; (3) the case for significant parental in-

involvement in their children's education; (4) working with parents of preschool children; (5) working with parents of school-aged children; (6) the importance of having parents hear their children read; (7) prescriptive approaches to hearing reading, behaviorist programs, in-school activities, and family literacy; (8) the need for evaluation and research; (9) evaluation by tests; (10) evaluation by participants; and (11) an assessment of the research on parental involvement in literacy education. Contains approximately 220 references. (MDM)

ED 381 260 PS 023 147

Ron, Jane L.

**Child Care: Recipients Face Service Gaps and Supply Shortages. Testimony before the Committee on Labor and Human Resources, U.S. Senate.**

General Accounting Office, Washington, D.C. Report No.—GAO/T-HEHS-95-96

Pub Date—1 Mar 95

Note—16p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy, free; additional copies, \$2 each; 100 or more copies, 25% discount).

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Day Care, Early Childhood Education, Employed Parents, Financial Support, \*Low Income Groups, Program Effectiveness, \*Welfare Recipients, Welfare Services

Identifiers—Access to Services, Child Care Legislation, \*Child Care Needs, Welfare Reform

In response to congressional efforts to assess the potential impact that various welfare reform proposals might have on child care availability, continuity, and subsidy programs, this report examines the difficulties parents have trying to identify and secure child care while they work or attend school. The four child care programs created by the Congress for low-income families are briefly described, and the requirements of these programs, coupled with resource constraints of the states, are shown to contribute to gaps in the delivery of child care subsidies. Next, the report provides an explanation of how the current system provides little incentive to serve the low-income working poor and, in addition, how the child care supply poses a major challenge for the states. The report shows that the current child care subsidy programs produce gaps in services for low-income mothers, impede continuity of care for their children, and create child care supply shortages. The report recommends that the four programs be consolidated. While noting that welfare reform proposals call for requiring many more welfare mothers to participate in education and work, it cautions policymakers to remember that the capacity of the child care system to absorb new demand must be considered. (BAC)

ED 381 261 PS 023 154

McCoy-Thompson, M. And Others

**The Healthy Start Initiative: A Community-Driven Approach to Infant Mortality Reduction. Volume II. Early Implementation: Lessons Learned.**

National Center for Education in Maternal and Child Health, Arlington, VA.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

Report No.—ISBN-1-57285-008-6

Pub Date—94

Contract—MCU-117007

Note—108p.; For volume I, see ED 375 953.

Available from—National Maternal and Child Health Clearinghouse, 8201 Greensboro Drive, Suite 600, McLean, VA 22102 (single copy, free).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Child Health, \*Community Involvement, Family Programs, \*Infant Mortality, Inner City, Prevention, Program Design, \*Program Implementation, Rural Areas

Identifiers—Family Support, \*Healthy Start Program

This volume describes the experiences of each of the 15 rural and urban Healthy Start initiatives. These projects were set up in areas that had infant mortality rates that were 1.5 to 2.5 times the national average. Project locations include major cities such as Chicago, Illinois; Boston, Massachusetts; and Oakland, California, and rural areas in South Carolina and the Plains states. The projects brought

together families and community organizations to design and implement new procedures in an intensive effort to reduce the infant mortality rate in their communities by one-half within 5 years. In this report, representatives from each of the projects share the lessons they learned in planning and implementing the Healthy Start initiative to reduce infant mortality. While some speakers discuss unique aspects of their programs, many stress common themes. Recurrent themes in the reports include community involvement, consortia development, management and governance, program initiatives, provider issues, and sustainability. These themes are outlined in the executive summary at the beginning of the volume. (BAC)

ED 381 262 PS 023 156

Young, Mary Eming

**Investing in Young Children. World Bank Discussion Paper No. 275.**

World Bank, Washington, D.C.

Report No.—ISBN-0-8213-3171-X; ISSN-0259-210X

Pub Date—95

Note—70p.

Available from—The World Bank, 1818 H Street, N.W., Washington, DC 20433 (\$6.95).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Child Development, Child Health, Child Welfare, Day Care, \*Developing Nations, Developmental Programs, Early Childhood Education, Family Programs, Foreign Countries, \*Human Capital, \*Integrated Services, Nutrition, \*Young Children

Identifiers—Family Support, Program Characteristics, \*World Bank

Designed primarily for World Bank staff and their colleagues in borrowing countries, this paper summarizes why investment in human capital formation through early child development is worthwhile. Chapter 1 introduces the importance of early childhood programs, noting events that have given new visibility to children's issues at the international level. Chapter 2 presents scientific support, socioeconomic reasons, the intersecting needs of women and children, and the synergistic effects of health, nutrition, and stimulation on early childhood development, as rationale for investment in early childhood care and development. Chapter 3 seeks to determine which early childhood programs provide the most reliable outcomes, given the resource constraints of a developing country. It examines program options and programming experiences with projects both inside and outside the purview of the World Bank. Chapter 4 reviews the essential minimum inputs and approaches to packaging such projects. Policy formation and targeting at-risk populations are considered key elements in any early child development strategy. The next chapter suggests three kinds of actions that the World Bank can take: (1) undertake more projects on integrated early child development; (2) support sector work and policy dialogue to assess needs of integrated child services; and (3) fund research and evaluation. The concluding chapter notes that the Bank should increase its lending for early child development investments. The report's three appendices include evidence from developed and developing countries that supports the case for early childhood care, a summary of Bank-financed projects, and examples of projects packaged with different design approaches. (BAC)

ED 381 263 PS 023 160

Leavitt, Midge, Ed.

**Learning in the Early Grades: Parents and Teachers Talk.**

New Brunswick Dept. of Education, Fredericton (Canada).

Pub Date—Nov 93

Note—15p.

Pub Type—Collected Works—General (020)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Disabilities, Experiential Learning, Foreign Countries, \*Inclusive Schools, \*Integrated Curriculum, Learning Centers (Classroom), Parent Attitudes, Primary Education, Student Attitudes, \*Student Centered Curriculum, \*Team Teaching

Identifiers—\*Hands On Experience, \*Learning Environment, New Brunswick

This booklet contains four articles, from the perspective of both parents and teachers, concerned with learning in the early grades. "From Kindergar-

ten to Grade One: Making the Transition" (J. Ward), is a teacher's narrative on the importance of creating a child-centered classroom and an integrated, play-based curriculum. This article also provides answers to questions and concerns anticipated from others, and emphasizes the involvement of parents. The next article is "Discovery Education is Alive and Well: A Parent's Perspective" (D. G. Thomas), in which a parent expresses appreciation of a teacher-created learning environment that emphasizes hands-on exercises. The third article is written jointly by two teachers: "Multi-Grade Teaching in an Activity-Based Classroom" (M. Brewer and B. Jardine), and describes a team teaching situation. The students ranged in age from 4 to 8 years, and the learning was entirely activity-based. The last article, "K-2: A Parent's View" (V. French), presents a parent's impressions of the multi-grade classroom described in the preceding article, and describes the successful inclusion of her multiply handicapped son. (BAC)

ED 381 264 PS 023 164

Firlik, Russ

**Early Childhood Education and Beyond: Can We Adapt the Practices and Philosophies from the Preschools of Reggio Emilia, Italy into Our Elementary Schools in America?**

Pub Date—Mar 95

Note—14p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Comparative Analysis, Constructivism (Learning), \*Cultural Differences, Educational Attitudes, Elementary Education, Parent Participation, Preschool Education, School Readiness, \*Teaching Methods

Identifiers—Developmentally Appropriate Programs, Project Approach (Katz and Chard), \*Reggio Emilia Approach

The model presented by the preschools in Reggio Emilia, Italy, is one of cooperation and collaborations among teachers, parents, and children; curriculum based on the "project approach," and constructivist learning philosophy, which states that children construct their knowledge and values as a result of interactions with and action on the physical and social world. American early childhood educators and researchers have expressed notable interest in the Reggio Emilia programs; however differences in the American and European thinking attitudes within a macro society, and cultural conventions make adapting or transporting methods with European roots difficult at best. An example of differences in thinking would be the way Americans have discarded European traditions of evaluating ideas and systems of thought according to "intellectual consistency" or aesthetic appeal. Cultural differences include: individualism versus collectivism; the American emphasis on "egalitarianism"; forms of activity of doing rather than being; the separation of work and play; and the dichotomy between competition and affiliation. Several elements need to be in place in American schools before any successful transitions from preschool to elementary school can take place, including preparation of children for such transitions, involvement of parents in each step of the process, and continuity of program through developmentally diverse and age/individual appropriate curricula. Although the Reggio Emilia schools do not have administrators or head teachers, their programs support the administrator's practical role in promoting development. Administrators must promote teachers and children to be curriculum makers; invite parents to be part of the classroom; allow time for observing the project process; allow planning time for teachers; and encourage and support practitioners by giving them time to develop. Contains nine references. (HTH)

ED 381 265 PS 023 169

Dymerman, Susan B.

**Are Our Kids All Right? Answers to the Tough Questions about Child Care Today.**

Report No.—ISBN-1-56079-334-1

Pub Date—94

Note—372p.

Available from—Peterson's Publishing Group, Department MD9404, P.O. Box 2123, Princeton, NJ 08543-2123 (\$19.95, plus \$5.75 shipping and handling).

Pub Type—Information Analyses (070)—Books (010)—Guides—Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—\*Attachment Behavior, Child Development, Day Care, \*Day Care Effects, Early

Childhood Education, Educational Quality, Employed Parents, Infants, Mother Attitudes, Mothers, Preschool Children, Research

Examining over 20 years of research findings, including the most recent research on child care and child development, this book attempts to answer the three most important questions parents have about day care: Is day care harmful? Are babies damaged by the fact that their mothers work? and, Are working parents, by being absent during most of the day, neglecting the needs of their children? Pediatricians, researchers, teachers, and society in general are ambivalent about the answers to these questions. Researchers have debated these issues publicly since the mid-1980s when the controversy over the impact of a mother's employment on infants was first noted in academic journals and spread to the popular press. Divided into two parts, this book discusses in Part 1 the research on the quality of child care in America; day care studies; the attachment controversy; the realities of the lives of mothers and infants who use day care; and what is known about how parents' work lives affect their children. Part 2 is a practical guide to child rearing, which focuses on how developmental issues affect child care needs through early adolescence, the age when self-care becomes appropriate. Contains 190 references. (DR)

ED 381 266 PS 023 175

Berry, Gordon L. Asamen, Joy Keiko  
**Children & Television: Images in a Changing Sociocultural World.**

Report No.—ISBN-0-8039-4700-3

Pub Date—93

Note—332p.

Available from—SAGE Publications, Inc., 2455 Teller Road, Newbury Park, CA 91320 (Hardcover, ISBN-0-8039-4699-6: \$46; Paperback, ISBN-0-8039-4700-3: \$23.95).

Pub Type—Books (010)—Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Alaska Natives, American Indians, Asian Americans, Blacks, Childhood Attitudes, Children, Cognitive Development, Commercial Television, Cultural Pluralism, Disabilities, Family Environment, Females, Mass Media Effects, Mass Media Role, Older Adults, Perceptual Development, Public Television, Racial Bias, Sex Bias, Socialization, Sociocultural Patterns, Television Commercials, Television Viewing  
Identifiers—African Americans, Attitudes toward Disabled, Latinos, Nickelodeon Network, Program Length Commercials

Television now plays a major role in the socialization of children. Set within a multicultural context, this book identifies the social and cultural impact of television on the psychosocial development of children. The book also analyzes major media organizations and projects policies, practices and research directions for the future. Following an introduction by G. L. Berry on television as a worldwide cultural tapestry, the chapters in the book are: (1) "The Developing Child in a Multimedia Society" (Murray); (2) "Cognitive Developmental Influences on Children's Understanding of Television" (Doubleday and Droegge); (3) "From Television Forms to Genre Schemata: Children's Perceptions of Television Reality (Fitch and others); (4) "The Program-Length Commercial: A Study of the Effects of Television/Toy Tie-Ins on Imaginative Play" (Greenfield and others); (5) "Creativity of Children in a Television World (Singer); (6) "Children and Media in Media Education" (Anderson and Ploghoft); (7) "The Medium of Television and the School Curriculum: Turning Research into Classroom Practice" (Berry); (8) "The Medium and the Society: The Role of Television in American Life" (Comstock); (9) "Cultural Diversity on Saturday Morning Television" (Greenberg and Brand); (10) "Rubik's Cube: Developing a Child's Television Worldview" (Palmer and others); (11) "Conceptual Models of an African-American Belief System: A Program of Research" (Allen); (12) Television, the Portrayal of African Americans, and the Development of Children's Attitudes" (Graves); (13) "Developing Television for American Indian and Alaska Native Children in the Late 20th Century" (Geigamah and Pavel); (14) "They're So Cute When They're Young: The Asian-American Child on Television" (Hamamoto); (15) "The Television Worlds of Latino Children" (Subervi-Velez and Colsant); (16) "Television, the Portrayal of Women, and Children's Attitudes" (Signorilli); (17) "Television, the Portrayal of the Elderly, and Children's Attitudes"

(Kovacic); (18) "Changing Channels: The Portrayal of People with Disabilities on Television" (Makas); (19) "Policy and the Future of Children's Television" (Kunkel); (20) "Public Television Programming and the Changing Cultural Landscape" (Berry); (21) "The Challenge to Improve Television for Children: A New Perspective" (Stipp); and (22) "The Nickelodeon Experience" (Laybourne). Each of the chapters includes references. An epilogue, entitled "What Children Learn from Television and How They Learn It (Asamen) concludes the book. (HTH)

ED 381 267 PS 023 176

**Improving Child Care in Rural Areas: Promising Practices and Strategies.**

Macro International, Inc., Silver Spring, MD.  
Spons Agency—Administration on Children, Youth, and Families (DHHS/ACF), Washington, DC. Children's Bureau.

Pub Date—Dec 94

Contract—105-92-1616

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Caregivers, Day Care, Early Childhood Education, Family Day Care, Interviews, Program Improvement, Rural Areas  
Identifiers—Caregiver Training, Child Care and Development Block Grants, Kentucky, Montana, North Carolina, Oregon, Program Characteristics  
The use of the Child Care Development Block Grant (CCDBG) in combination with other funding has been an important factor in the development of initiatives to expand and improve child care services in rural areas. Based on their personal knowledge, a technical advisory group and experts recommended states with innovative, unique, and successful approaches to rural child care. During the summer of 1993, two-person teams visited Kentucky, Montana, North Carolina, and Oregon to interview child care program staff about innovative practices for providing child care in the rural areas of these states. In each of the four states, the team interviewed the state child care administrator and staff involved with local rural child care initiatives. The teams obtained information on the state child care program's background and evolution as well as specific information for use in other possible state profiles. Six recommendations included: (1) family child care may be the most effective way to increase the supply of rural child care; (2) involving existing community organizations builds trust; (3) supporting resource and referral agencies can help improve rural child care; (4) financial incentives can overcome barriers to training in rural communities; (5) assuring that training for child care is accessible requires creative solutions; and (6) rural child care can both contribute to and benefit from broader economic strategies. (A list of rural child care resources is appended.) (DR)

ED 381 268 PS 023 177

**Child Care Management Information Systems:**

**Applying Technology to Improve Child Care.**

Macro International, Inc., Silver Spring, MD.  
Spons Agency—Administration on Children, Youth, and Families (DHHS/ACF), Washington, DC. Children's Bureau.

Pub Date—Dec 94

Contract—105-92-1616

Note—23p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Day Care, Early Childhood Education, Government Role, Long Range Planning, Management Information Systems, Planning, School Administration, State Regulation, Systems Approach

Identifiers—Arizona, Arkansas, Child Care and Development Block Grants, Maryland, New Jersey, Oregon

During the summer of 1993, site-visit teams visited Arkansas, Arizona, Maryland, New Jersey, and Oregon to interview the Child Care Development Block Grant (CCDBG) lead agency staff about each state's child care management information system (MIS). The state information work group and experts recommended states with innovative, unique, and successful approaches to managing various aspects of child care programs. In each state, the site-visit team spent 2 to 3 days interviewing child care administrators, child care resource and referral (CCR&R) staff, programmers, and other MIS users. During these visits, the site-visit team obtained information on the state child care programs' back-

ground and evolution. Critical issues and lessons learned for other states include: (1) take time in the planning stages; (2) when implementing and developing a MIS, ensure close communication between policy and systems development staff; (3) involve the user at all points of development; (4) ensure that MIS staff understand existing child care policies and procedures; (5) obtain commitment from high-level program and MIS staff prior to developing the MIS; (6) resolve as many policy differences as possible before developing the automated system; (7) design the system to meet specific needs of the state, clients, and providers; (8) design the system to be flexible; (9) expect delays in the time required to develop an operational system; and (10) plan for comprehensive training. (Two appendices provide an overview of states' MIS design and architecture and a summary of states' organizational structure of child care and MIS.) (DR)

ED 381 269 PS 023 178

Shearer, Christopher A. Holtschneider, Silvia O. M.  
**Starting Young: School-Based Health Centers at the Elementary Level.**

Institute for Educational Leadership, Washington, D.C.; National Health Education Consortium, Washington, DC.

Spons Agency—National Association of Elementary School Principals, Washington, D.C.; Prudential Foundation, Newark, N.J.

Report No.—ISBN-0-937846-42-2

Pub Date—95

Note—40p.; Funding also provided by the Honeywell Foundation.

Available from—National Health and Education Consortium, Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036 (\$10).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Health, Elementary Education, Elementary Schools, Federal Aid, Federal Legislation, Health Promotion, Integrated Services, Program Descriptions, School Health Services, State Aid, State Legislation  
Identifiers—National Health Education Consortium, Program Characteristics, School Based Health Clinics, School Based Services

Noting that most school-based health care is provided at the secondary level, this report provides background and a rationale for implementing such services at the elementary school level. The first section of the report addresses several questions about school-linked health services, including: what are school-based health centers, why should they be placed in elementary schools, how are they funded, and how do they meet children's health and educational needs? This section also examines how state and federal governments have supported school-based health centers. A case study of a medical center that conducts a school-based health program, and comments on the need for a national focus on elementary school health are also included in this section. The second part of the report is a series of appendices describing model programs and legislation at the local, state, and federal levels. Appropriate contacts for further information are also listed. Included is an overview of the National Health and Education Consortium and a list of its members. (BAC)

ED 381 270 PS 023 180

**Early Childhood Programs: Promoting the Development of Young Children in Denmark, France, and Italy. Briefing Report to the Ranking Member, Subcommittee on Children and Families, Committee on Labor and Human Resources, U.S. Senate.**

General Accounting Office, Washington, DC. Health, Education, and Human Services Div.

Report No.—GAO/HEHS-95-45BR

Pub Date—Feb 95

Note—39p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy, free; additional copies are \$2 each; orders for 100 or more copies mailed to a single address are discounted 25%).

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Cross Cultural Studies, Educational Quality, Faculty Mobility, Foreign Countries, Government Role, National Norms, National Surveys, Preschool Education,

\*Preschool Evaluation, Preschool Teachers, Program Costs, Teacher Education, Teacher Salaries, Teacher Student Ratio

Identifiers—Denmark, France, Italy, United States  
In light of proposed changes in federal support for early childhood programs in the United States, this report provides an overview of the ways in which Denmark, France, and Italy provide early childhood programs to large numbers of children, promote high quality, and finance such programs. It reports that among 4-year-olds, 76 percent in Denmark and 100 percent in France attended public, center-based early childhood programs in 1992, compared with about 55 percent in the United States in 1990. In Italy in 1992, about 92 percent of all children aged 3 to 5 attended early childhood programs, most of which were public. Children in these three countries attended programs that were accessible to parents because sliding fee scales allowed children in families at every income level to participate if their parents so desired and full-day services made programs convenient for parents, especially those who worked. In addition, early childhood programs in Denmark, Italy, and France had highly trained and well-compensated teachers, low child-staff ratios, and low teacher turnover. Three appendices contain a list of early childhood program sites visited, General Accounting Office (GAO) contact and staff acknowledgements, and additional acknowledgements. (MDM)

**ED 381 271** PS 023 183  
van Lierhout, Cornelia F. M. And Others  
Personality Development in Middle Childhood.  
Pub Date—Mar 95

Note—27p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Cross Cultural Studies, \*Early Adolescents, \*Elementary School Students, Foreign Countries, \*Personality Development, Personality Traits, \*Preadolescents, Sex Differences  
Identifiers—Ego Control, Ego Resiliency, Netherlands, Openness, \*Personality Types, Self Regulation

A person-centered approach was followed for the study of patterns in personality development in middle childhood through early adolescence. In a longitudinal study of 100 children, the "big five" personality factors—extraversion, agreeableness, conscientiousness, emotional stability, and openness—were assessed in person descriptions by teachers on the California Child Q-Set (CCQ) at the ages of 7, 10, and 12 years. Cluster analysis on these five personality dimensions in three measurement waves resulted in three clusters. The clusters were very similar to personality types found by Robins and others (1994) in American boys. Following the Robins study, Cluster 1, consisting of a nearly equal number of boys and girls, was called Overcontrollers; Cluster 2, consisting of mostly girls and a few boys, was called Resilients; and Cluster 3, consisting of mostly boys and a few girls, was called Undercontrollers. The clusters differed in ego-resiliency and ego-control as well as in level of the big five personality dimensions over the investigated age episode. Furthermore, the clusters differed on school competence, intelligence, and acceptance and rejection by classmates. Results indicated a remarkable similarity between the three cluster types to those found in the Robins study. (Author/DR)

**ED 381 272** PS 023 188  
de Wolff, Alice  
Strategies for Working Families.

Ontario Coalition for Better Child Care, Toronto.  
Report No.—ISBN-1-895628-14-8  
Pub Date—May 94

Note—103p.

Available from—Ontario Coalition for Better Child Care, 500 A Bloor Street West, 2nd Floor, Toronto, Ontario M5S 1Y8, Canada.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Child Caregivers, Child Rearing, Collective Bargaining, Comparative Analysis, \*Day Care, Developed Nations, \*Economic Factors, Economic Impact, \*Employed Parents, Employer Supported Day Care, \*Family Work Relationship, Fathers, Foreign Countries, Mothers, \*Parent Responsibility

Identifiers—Canada, Elder Care, Flexible Work Organization, Maternity Benefits, Parental Leave, \*Stress (Biological)

In recent years, Canadians have lived with government and corporate economic policies that have pushed down wages, intensified work, created high unemployment, eliminated some industrial sectors while creating others, increased part-time employment, and reduced government services. The consequences have destabilized the personal lives of most workers and brought about a crisis based on incompatibility between family lives and workplace demands. This book examines this tension between family life and work. The five chapters of this book are structured around workplace and collective bargaining solutions to these problems; each chapter includes a list of key resources and endnotes. Chapter 1 describes the dramatic changes in the relationship between employment and caring responsibilities, including a discussion of myths about family responsibilities and a "Working Family Workplace Checklist." Chapter 2 discusses various family leave options, such as parental leave, adoption leave, vacation, and family responsibility leave. Chapter 3 discusses flexible work schedules, job sharing, and working at home. Chapter 4 describes workplace services such as child care and elder care. Chapter 5, titled "Flexible Workplaces, Not Infinitely Flexible Workers: Bargaining and Lobbying Strategies," suggests strategies and recommendations for bargaining for working families. Two appendices provide an international comparison of women in the workforce and a discussion of family-related leave and benefits in Canada. (DR)

**ED 381 273** PS 023 189

Hatch, J. Amos, Ed.  
Qualitative Research in Early Childhood Settings.

Report No.—ISBN-0-275-95151-0

Pub Date—95

Note—272p.

Available from—Greenwood Publishing Group, 88

Post Road West, Box 5007, Westport, CT 06881

(hardcover: ISBN-0-275-94921-4, \$65; paper:

ISBN-0-275-95151-0, \$22.95).

Pub Type—Books (010) — Reports - Research

(143) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Action Research, Child Caregivers, Classroom Research, Cross Cultural Studies, Day Care, \*Early Childhood Education, Educational Policy, Ethics, Ethnography, Family Day Care, Grade 1, \*Infants, Kindergarten, \*Qualitative Research, \*Research Methodology, School Community Relationship, Teacher Role, \*Toddlers  
Identifiers—Project Head Start

This book consists of a set of studies and essays that represent the best work being done in the area of qualitative research in early childhood settings (children from birth to about age 8). Research in this area involves studies of young children in educational contexts, day care, and preschool settings. The Introduction, "Qualitative Research in Early Childhood Settings," by J. Amos Hatch discusses the evolution of the book and introduces the chapters. Part 1 includes the following studies: (1) "The Emotional Culture of Infant-Toddler Day Care" (Robin L. Leavitt); (2) "Family Day Care as Mothering: A Study of Providers' Perspectives" (Margaret K. Nelson); (3) "Heart, Mind, and Soul: Head Start as a Reminder of the Powerful Function of Schools for Their Communities" (Maika Phillipsen and Jo Agnew); (4) "Life History of a First Grade Teacher: A Narrative of Culturally Sensitive Teaching Practice" (Mary E. Hauser); (5) "Policy Issues in the Development of Child Care and Early Education Systems: The Need for Cross-National Comparison" (Sally Lubbeck); and (6) "Qualitative Research in Early Childhood Settings: A Review (Pamela C. Browning and J. Amos Hatch). Part 2, Methods, Ethics, and Theory, contains these papers: (7) "Studying Childhood as a Cultural Invention: A Rationale and Framework" (J. Amos Hatch); (8) "Children in Context: Interpreting the Here and Now of Children's Lives" (M. Elizabeth Graue and Daniel J. Walsh); (9) "Learning from Classroom Ethnographies: Same Places, Different Times" (David E. Fernie, Rebecca Kantor, and Kimberlee L. Whaley); (10) "Toward a Stronger Teacher Voice in Research: A Collaborative Study of Antibias Early Education (Beth Blue Swadener and Monica Miller Marsh); (11) "Multiple Voices, Contexts, and Methods: Making Choices in Qualitative Evaluation in Early Childhood Education Settings" (Mary Jo McGee-Brown); (12) "Ethical Conflicts in Classroom Research: Examples from a

Study of Peer Stigmatization in Kindergarten" (J. Amos Hatch); and (13) "Post-Structural Research in Early Childhood Education" (Joseph Tobin). Each of the chapters includes references. (DR)

**ED 381 274** PS 023 194

Taylor, Joanne Labish  
Improving the Quality of Family Child Care through the Implementation of a Mentoring and Self-Instructional Training Program for Family Child Care Providers.

Pub Date—95

Note—103p.; Master's Practicum Report, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Certification, \*Child Caregivers, \*Family Day Care, \*Independent Study, Mentors, Practicums, \*Training Methods

Identifiers—\*Caregiver Training, CDA Credential, National Association for Family Day Care

Training is often difficult to acquire for family day care providers because most training initiatives are workshops or seminars, which require a specific time frame and which are frequently scattered and lack continuity. A practicum project developed and implemented one unit, or module, of a 13-module self-instructional training program using an existing curriculum for family child care providers. Each module takes an average of 4 to 6 weeks for the provider to complete, and has a self-assessment component to help identify strengths and weaknesses. There are activities in each module as well as readings and references. The training incorporated support by means of a master provider who served as a mentor and a cluster group to validate providers' participation. The goal at the end of the 10-week implementation was to increase the quality of care in the pilot group as measured by the Family Day Care Rating Scale before and after the implementation period. The pilot group consisted of four providers and one mentor. Responses of providers showed a high level of provider satisfaction with the training. The quality of care provided also increased as indicated by the pre- and post-project assessment. Results suggest that this program can prepare providers for National Association for Family Child Care (NAFCC) Accreditation, or for the Child Development Associate (CDA) credential, if instituted by a resource and referral agency or a providers' association. (Twelve appendices include mentor and provider application forms, provider and mentor program evaluation forms, and pre- and post-assessment scores. Contains 74 references and a 24-item bibliography.) (HTH)

**ED 381 275** PS 023 196

Schunk, Dale H.  
Social Origins of Self-Regulatory Competence: The Role of Observational Learning through Peer Modeling.

Pub Date—Mar 95

Note—27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adolescents, Elementary Education, Elementary School Students, \*Modeling (Psychology), Peer Influence, \*Self Efficacy, Social Development

Identifiers—Cognitive Modeling, Mastery Model, \*Self Regulation

This paper reviews the social origins of students' development of self-regulatory skill, with special emphasis on observational learning through peer modeling. A social cognitive perspective on self-regulation is presented. In this view students' academic competence develops initially from social sources of academic skills and subsequently shifts to self-sources in a series of four levels: observational, imitative, self-controlled, and self-regulated. The effects of models on observers depend in part on perceptions of self-efficacy, or personal beliefs about one's capabilities to learn or perform behaviors at designated levels. Research is reviewed on cognitive modeling, coping and mastery models, and self-modeling. Implications for educational practice are discussed. Contains 31 references. (Contains 31 references.) (Author)

**ED 381 276** PS 023 197

Schunk, Dale H.

### Self-Monitoring of Skill Acquisition through Self-Evaluation of Capabilities.

Pub Date—Apr 95

Note—26p; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Elementary School Students, Fractions, Grade 4, Intermediate Grades, \*Mathematics Skills, \*Outcomes of Education, Performance Factors, Persistence, Pretests Posttests, \*Self Efficacy, Self Evaluation (Individuals), Skill Development, \*Student Educational Objectives, \*Student Motivation

Identifiers—Self Regulation

Using a common methodology, two experiments examined the effects of learning and performance goals in conjunction with self-evaluation as fourth-graders acquired mathematical fraction skills. After a pretest on fractions, self-efficacy, skill persistence, and goal orientation, children in the first study—who were average achievers in mathematics—received instruction on addition and subtraction of fractions over seven sessions, and worked under conditions involving learning goals or performance goals. Six self-evaluations were conducted, and a posttest followed. In the second study, which was designed to explore conditions under which learning goals might be more effective than performance goals in raising achievement outcomes, self-evaluation and pre- and posttests were also included. The two studies showed that providing students with a goal of learning to solve problems enhances their self-efficacy, skill, motivation, and task orientation, and that these achievement outcomes also are promoted by allowing students to evaluate their performance capabilities or progress in skill acquisition. (DR)

ED 381 277

PS 023 205

### Gender Differences during Recession in Elementary Schools.

Pub Date—22 Jun 94

Note—21p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Aggression, Competition, Elementary Education, \*Elementary School Students, Grade 3, Grade 5, Peer Relationship, Play, \*Playground Activities, \*Recess Breaks, Sex Bias, \*Sex Differences, Sex Stereotypes, \*Student Attitudes

A study examined the differences in what boys and girls choose, or are free to choose, to do on the playground during recess. Given the apparent problem that boys dominate the playground area, leaving girls on the perimeter, it was hypothesized that girls engage in passive, non-competitive, small group activities, whereas boys engage in aggressive, competitive, larger group activities thus making their activities traditionally gender stereotyped. Subjects were 170 third- and 232 fifth-grade children, approximately half boys and half girls in each group from two different schools in Danbury (Ohio) and Perkins (Ohio) respectively. Children completed a questionnaire that asked several questions, but only one of which was evaluated: "What is your favorite thing to do at recess?" Results indicated that the top rated activities for third-grade girls were swinging, playing ball, and teeter totter. Third-grade boys chose soccer, basketball, kickball, and swinging. Fifth-grade girls most often chose swinging, walking and talking with friends, and 4-square. Fifth-grade boys chose soccer, football, and swinging. These activities were then rated according to energy expended, competition, and group size. Analyses supported the hypothesis that girls choose passive, non-competitive, small-group activities, whereas boys choose aggressive, competitive, larger group activities. Results suggest that girls' choices were limited; boys tended to choose activities covering a wider range of choices. (HTH)

ED 381 278

PS 023 206

### Parental Expectations of Public Preschool Programs in the Hardin County Area.

Pub Date—Dec 94

Note—15p; Dot-matrix print may not copy well. Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Ancillary School Services, \*Educational Environment, Educational Objectives,

Learning Activities, \*Parent Attitudes, \*Parent School Relationship, \*Preschool Education, \*Public Education, School Attitudes, Socialization

Identifiers—Ohio (Hardin County), \*Play Learning, Project Head Start

An exploratory study examined the expectations of parents toward goals, curriculum, and services of the public preschool in Hardin County, Ohio. Previous studies have shown that the goals of the preschool influence the curriculum and determine whether the preschool is academic or social in nature, that academics are emphasized even though play has been determined to be the way children learn, that a strong partnership with parents at the preschool level benefits children, and that a strong partnership with parents is evident in the Head Start program. Participants of the study were 23 parents of public preschool children, surveyed as to their perceptions and expectations regarding goals of preschool curriculum, other possible services provided by the preschool, and curriculum committee membership. The data obtained suggest that parents wanted the following: (1) a strong partnership with the teachers; (2) a strong academic environment that also stresses play as the learning medium; (3) an opportunity for children to learn social skills; and (4) no involvement from the public preschool in meeting their children's medical or dental needs. The study indicates that parents want some of the standards that are evident in Head Start. (A copy of the questionnaire is included.) (BAC)

ED 381 279

PS 023 207

### The Value of the Dallas Preschool Screening Test in Predicting Success on Kindergarten Evaluation Forms.

Pub Date—Jun 94

Note—17p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Educational Assessment, Evaluation Criteria, Kindergarten, \*Kindergarten Children, Predictor Variables, Primary Education, \*School Readiness, \*Screening Tests, \*Test Reliability, Test Validity

Identifiers—\*Dallas Preschool Screening Test

Research has shown that, when administered properly, kindergarten readiness screening results are associated closely with future school success. The Dallas Preschool Screening Test (DPST) is one of many such instruments used to determine school readiness and predict school success. A study sought to determine the effectiveness of the DPST in predicting kindergarten success. For this analysis, kindergarten success was defined as ratings given to each child on kindergarten evaluation forms. The study examined scores for 40 kindergarten children in the Fostoria City Schools, Ohio, on the DPST given in the spring before school began and transposed scores on the same group's kindergarten evaluation forms given each 9-week period during the school year. Using the Pearson Correlational test, the study found significant correlations in the psychological, visual, and overall total areas. In the auditory, language, and motor areas, no significant correlations were found. Results indicate that the DPST is not an effective predictor of kindergarten success overall in the different areas of development. (HTH)

ED 381 280

PS 023 208

### The Effects of Preschool Experiences on Academic Achievement of First Graders.

Pub Date—Jun 94

Note—13p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Comparative Analysis, Early Experience, \*Elementary School Students, \*Grade 1, \*Language Skills, Outcomes of Education, Predictor Variables, \*Preschool Education, Primary Education, Student Experience, Test Reliability

Identifiers—MAT 6

Although current research has not shown prevailing effects of the preschool experience on overall achievement scores, it does indicate a positive effect on language related skills, particularly for males. This study examined the relationship between language related achievement test scores between those first graders with preschool experience and those without. Subjects from Antwerp Elementary

in Antwerp, Ohio, a small rural community, were 19 first-graders who had attended preschool and 39 who had not. Scores from the Primary I level of the Metropolitan Achievement Test, sixth edition, were compared between the two groups. Analyses revealed that there was no significant difference among the two groups of children. The results suggest that language achievement test scores are not indicative of preschool effectiveness. (HTH)

ED 381 281

PS 023 211

### Consequences of Interpersonal Interactions.

Pub Date—Mar 95

Note—30p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Childhood Attitudes, Elementary Education, \*Elementary School Students, Grade 1, Grade 3, Grade 6, Interaction, Interpersonal Competence, \*Interpersonal Relationship, Interviews, Motivation, Peer Relationship, Performance

Identifiers—Adult Child Relationship, Self Regulation

Sixty children in first, third, and sixth grades at one K-6 elementary school took part in a study of: (1) their awareness of the consequences of positive and negative interpersonal interactions; and (2) their awareness of the consequences of interpersonal interactions across intrapersonal dimensions such as motivation, performance, and interpersonal relationships. Subjects were interviewed regarding the education and life consequences of four types of interpersonal interactions: (1) positive adult-child interaction; (2) negative adult-child interaction; (3) positive child-child interaction; and (4) negative child-child interaction. The results of this study indicate that children are aware of the consequences of positive and negative interpersonal interactions. Children are also aware of the stability of the consequences across intrapersonal dimensions, time, and interpersonal subtypes. Findings support the supposition that children have the requisite awareness for understanding the unmitigated consequences of interpersonal behavior, a matter that is important for self-regulatory behavior. (DR)

ED 381 282

PS 023 215

### Friendship among Adolescents.

Pub Date—Mar 95

Note—18p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, Childhood Attitudes, Developmental Stages, Foreign Countries, \*Friendship, \*Individual Needs, Interpersonal Competence, Sex Differences

Identifiers—\*Adolescent Attitudes, Friendship

A study examined youth expectations from their counterparts of the same age and sex, regarded as friends. Three different levels of friendship prevalent among 974 Polish adolescents (between 11 and 19 years of age) were compared: best friend, close friend, good friend. The research made use of "Friendship Scales" constructed by LaGaipa, which serve to examine expectations from friends. The scale consists of 28 statements and assertions forming 7 subscales or dimensions: (1) Positive Regard-Ego Reinforcement; (2) Expectations of Help-Support; (3) Similarity of Partners; (4) Admiration of Character Features (Strength of Character Admiration); (5) Self-Disclosure; (6) Authenticity-Genuineness; and (7) Empathic Understanding. The results of the study support the notion that adolescence opens up a new period in the development of social contacts (sociability) arising from the gradual dissociation with parents. The contacts mainly ripen up into friendship. The investigated adolescents expressed their social needs in relation to persons they call their friends, expecting full understanding and confidence. These needs were not homogenous, and are influenced by the period of adolescence, by gender, and by individual differ-

ences. (BAC)

ED 381 283 PS 023 217

Hudley, Cynthia

**Reducing Peer Directed Aggression in the Elementary Grades: The Effects of an Attribution Retraining Program.**

Pub Date—Mar 95

Note—22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Aggression, Antisocial Behavior, Attitude Change, Black Students, \*Elementary School Students, Hispanic Americans, \*Hostility, Intermediate Grades, Interpersonal Relationship, Intervention, \*Males, Prevention, Simulation, Student Attitudes, Student Reaction Identifiers—African Americans, Latinos

An attributional intervention was designed to reduce aggressive males' tendency to attribute hostile intentions to peers and their concomitant reactive aggression. Subjects were 162 African-American and Latino elementary school boys—aggressive and nonaggressive—in grades 3 through 6. Subjects were randomly assigned to the attributional intervention or to one of two control conditions. Data were collected from subjects' attributions about hypothetical scenarios, a laboratory task, disciplinary referrals to the school office, and teacher ratings of aggressive behavior. Results showed that aggressive subjects in the attributional intervention reduced their presumptions of hostile intent in laboratory simulations of peer provocation and, to a lesser extent, in response to scenarios. They were also less likely than the control subjects to be referred to the school office for disciplinary action and were rated by their teachers as less aggressive than control subjects following the treatment. (Author/DR)

ED 381 284 PS 023 225

Boyer, Ernest L.

**The Basic School: A Community for Learning.**

Advance Copy.

Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

Report No.—ISBN-0-931050-48-0

Pub Date—95

Note—238p.

Available from—California/Princeton Fulfillment Services, 1445 Lower Ferry Road, Ewing, NJ 08618 (\$10. plus shipping).

Pub Type—Books (010) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, After School Programs, Art Education, Class Size, \*Core Curriculum, \*Educational Change, Educational Technology, Elementary Education, Ethical Instruction, Flexible Scheduling, Grouping (Instructional Purposes), Interdisciplinary Approach, Intergenerational Programs, \*Literacy, Mixed Age Grouping, Numeracy, \*Parent Participation, School Health Services, School Libraries, School Surveys, Scientific Literacy, Summer Programs, Telecommunications, Thematic Approach Identifiers—\*Basic Schools, \*Character Education, Learning Communities, School Based Services

Noting that academic failure begins early and that the focus of school reform should be at the elementary level, this book describes the Basic School, an idea based on best practice in elementary education. A Basic School pushes school reform back to the first years of formal education; gives priority to language and suggests a coherent core of commonalities; and identifies and implements key components of an effective school in a single institution. The book is organized into four sections. Section 1 describes the school as a community with a clear mission, teachers as leaders, and parents as partners. Section 2 discusses the coherent curriculum of the Basic School, which stresses: (1) the centrality of literacy and language of all kinds, including words, numbers, and the arts; (2) the core commonalities of the various fields of knowledge, which are organized thematically and integrated so that students see connections across the disciplines and relate what they learn to life; and (3) assessment in the service of learning, based on academic standards with benchmarks, which enables the Basic School to be accountable to students, parents, and the larger community. Section 3 describes the school climate for learning, with: (1) small class size, flexible teaching

schedules, and various student grouping arrangements; (2) enriching resources for learning, including libraries and use of local zoos, museums, and parks, and electronic tools that connect classrooms to networks of knowledge; and (3) services for children that meet the needs of the whole child by providing basic health and counseling, family referrals, and after-school and summer enrichment programs. Section 4, which describes the Basic School's commitment to character, includes a discussion of seven core virtues and suggests that students should be encouraged to apply the lessons of the classroom to the world around them. A separate section on Technical Notes describes school surveys referred to in the report. Contains 243 notes. (DR)

ED 381 285 PS 023 226

**Emergency Medical Services for Children: Abstracts of Active Projects FY 1995.**

National Center for Education in Maternal and Child Health, Arlington, VA.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

Report No.—ISBN-1-57285-013-2

Pub Date—95

Contract—MCU-117007

Note—167p.; For 1994 edition, see ED 373 869.

Available from—National Maternal and Child Health Clearinghouse, 8201 Greensboro Drive, Suite 600, McLean, VA 22102 (single copy free).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Abstracts, Child Health, \*Medical Services, \*Pediatrics, \*Pilot Projects, \*Program Descriptions, Rehabilitation, Resource Centers Identifiers—\*Emergency Medical Services, National Highway Traffic Safety Administration, Office of Maternal and Child Health

This publication provides abstracts of 43 active and 34 completed projects designed to improve pediatric emergency care. The projects were funded by the United States Department of Health and Human Services' Maternal and Child Health Bureau, in collaboration with the United States Department of Transportation's National Highway Traffic Safety Administration. Issues addressed by these projects include the entire continuum of pediatric emergency care, from injury prevention and emergency medical services access through prehospital and emergency department care, intensive care, rehabilitation, and reintegration into the community. The abstracts of active projects are organized into seven categories: planning grants, implementation grants, enhancement grants, resource centers, targeted issues grants, research grants, and continuing education grants. Each abstract for both active and completed projects contains: (1) the name, location, director, and grant number; (2) the problem addressed; (3) goals and objectives; (4) methodology; (5) evaluation; and, in some cases, (6) experience to date. (MDM)

ED 381 286 PS 023 228

**Review of the U.S. Department of Agriculture's Proposed Rule, "Nutrition Objectives for School Meals," Hearing before the Subcommittee on Department Operations and Nutrition of the Committee on Agriculture, House of Representatives, One Hundred Third Congress, Second Session.**

Congress of the U.S., Washington, D.C. House Committee on Agriculture.

Report No.—ISBN-0-16-046664-4

Pub Date—7 Sep 94

Note—301p.; Contains many pages of small print.

Serial No. 103-78.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Federal Legislation, \*Federal Regulation, Government Role, Hearings, \*Lunch Programs, \*Nutrition, Program Attitudes

Identifiers—Congress 103rd, Department of Agriculture, Nutritional Trends, Trade Associations These hearing transcripts provide testimony on a rule proposed by the United States Department of Agriculture (USDA), "Nutrition Objectives for School Meals," that would require meals served under the national school lunch program to be consistent with federal dietary guidelines. The majority of

the testimony addressed the content of school meals and efficacy of the proposed rule, either supporting the USDA's guidelines or calling for more local autonomy in planning meals to meet nutrition guidelines. Testimony was heard from: (1) Representatives Charles W. Stenholm, Pat Roberts, Steve Gunderson, and Dan Glickman; (2) Ellen Haas, the Assistant Secretary, Food and Consumer Services, U.S. Department of Agriculture; (3) the Wheat Foods Council; (4) the National Milk Producers Federation; (5) the American Cancer Society; (6) the Society for Nutrition Education; (7) the National Food Processors Association; (8) the President's Council on Physical Fitness and Sports; (9) the Food Research and Action Center; (10) the American School Food Services Association; (11) the National Parent-Teacher Association; (12) Public Voice for Food and Health Policy; (13) the National Cattlemen's Association; (14) the United Fresh Fruit and Vegetable Association; (15) the Canadian Pediatric Society; (16) the American Heart Association; (17) the California Department of Education; (18) the Produce Marketing Association; and (19) the International Dairy Foods Association. (MDM)

ED 381 287 PS 023 235

Ballard, Mary E. Wiest, J. Rose

**Mortal Combat: The Effects of Violent Video Technology on Males' Hostility and Cardiovascular Responding.**

Pub Date—Mar 95

Note—8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*College Students, Comparative Analysis, Heart Rate, \*Hostility, \*Males, Play, \*Video Games, \*Violence Identifiers—Billiards, Blood Pressure, \*Physiological Response

A study examined differences in cardiovascular (CV) reactions and hostility following non-violent play and violent video game play. Subjects were 30 male college undergraduate students. Only male subjects were used because most video games are male oriented, males frequent videogame arcades more often than females, and the gender gap in video game play widens with age until the undergraduate years. Hostility and CV reactivity were examined after subjects played either a nonviolent game of billiards or a violent video game. The video game, "Mortal Combat," was presented in either a less violent (MK1) or a more violent (MK2) version. Results indicated that subjects who played the video game had higher heart rate reactivity than those who played billiards. Subjects who played the MK2 version showed greater systolic blood pressure reactivity than those who played the MK1 version or billiards. Subjects who played MK2 scored higher on the hostility measures than those who played MK1, who in turn scored higher than those who played billiards. The results suggest that the level of video game violence, not just the violence per se, should be of concern to consumers. (HTH)

ED 381 288 PS 023 238

Repetti, Rena L. Wood, Jenifer

**The Effects of Daily Stress at Work on Mother-Child Interaction.**

Pub Date—Mar 95

Note—6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Employed Parents, Family Work Relationship, Job Satisfaction, Minority Groups, \*Mothers, One Parent Family, Parent Attitudes, \*Parent Child Relationship, Stress Variables, \*Work Environment

A study examined mothers' employment situation as an important aspect of daily life that may influence day-to-day changes in parent-child interactions. Thirty-five mother-child dyads, recruited through four work site-based child care centers, were studied for 5 consecutive days. Target children were preschoolers enrolled full-time in the child care program. The typical mother in this study was an ethnic-minority single parent. At the end of each day at work, before being reunited with their children, mothers completed subjective measures of

two daily job stressors: workload and negative interactions with co-workers and supervisors. At the end of the day they completed two scales describing interactions with the target child that took place after work: adversive interaction and maternal withdrawal. In addition, the 13 dyads at one of the sites were videotaped during 10-minute free-play periods at the parent-child reunion each evening. Multiple regression analyses found support of two hypotheses: (1) that daily increases in perceived workload were associated with a same-day behavioral and emotional withdrawal during mother-child interactions; and (2) distressing social interactions with co-workers and supervisors were associated with a same-day behavioral withdrawal during mother-child interactions. A third hypothesis—that distressing social interaction at work would be associated with increases in either mothers' reports of aversiveness of mother-child interactions or with observers' reports of maternal impatience—was not supported. (HTH)

**ED 381 289** PS 023 239

McGrath, Emily P. Repetti, Rena L.  
**Parents' Attitudes toward Their Children's Academic Performance and Children's Perceptions of Their Academic Competence.**

Pub Date—Mar 95  
Note—4p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Academic Achievement, \*Educational Attitudes, Elementary Secondary Education, Family Influence, Grades (Scholastic), \*Parent Attitudes, Parent Student Relationship, \*Self Evaluation (Individuals), \*Student Attitudes

Identifiers—Parent Expectations  
A study examined parents' satisfaction with their children's school performance and parents' value for their children's academic success as variables that may influence children's perceptions of academic success or failure. Parents' values (parents  $n=240$ ) were assessed with a ten-item paired-comparison scale made up of five value items. Children's perceptions of their academic competence (children  $n=179$ ) were measured with the seven-item Perceived Competence Scale, with the children's report card grades serving as indicators of actual academic performance. Results of analysis indicated that parents' satisfaction with their children's school performance was associated with children's perceptions of academic competence, independent of children's actual school performance. Parents who valued academic success had children who perceived themselves to be academically competent. However, this general positive association masked important differences between highly competent children and children who were doing poorly in school. Among children who were doing well in school, having parents who placed more importance on academic success was associated with somewhat lower perceptions of academic competence. Among the bottom third of the class, however, having parents who placed more importance on academic success was associated with somewhat higher perceptions of academic competence. In general, the data suggest that parents' attitudes toward their children's academic performance may directly, or indirectly, shape children's perceptions of their academic competence. (HTH)

**ED 381 290** PS 023 244

Traynelis-Yurek, Elaine Strong, Mary W.  
**Assessment of Fine-Motor Development of Primary Students with Informal Medical Tests.**

Pub Date—14 Oct 94  
Note—30p; Paper presented at the Midwestern Education Research Conference (Chicago, IL, October 14, 1994).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—Kindergarten, \*Kindergarten Children, \*Medical Evaluation, Physical Development, Primary Education, \*Psychomotor Skills, \*Reading Ability, Whole Language Approach, Writing Ability

Identifiers—\*Manual Dexterity, Manual Dexterity Tests

This study examined whether informal medical assessments could be used by classroom teachers to assess fine-motor ability and if there is any connection

between fine-motor ability and reading achievement. Subjects were 174 half-day kindergarten children from whole-language classrooms in three states. Subjects were pretested in October and posttested in May for fine-motor ability and writing ability. Assessments included a checklist for early writing ability, and a test for Replicating Geometric Shapes, the Finger Agnosia Test, the finger dexterity test, and nine items on the Basic School Skills Inventory (BSSI). Results confirmed that low reading achievements and deficits in fine-motor ability appear related. Further, it does seem feasible for classroom teachers to use informal medical assessments to assess progress in fine-motor ability. The implication for whole-language classrooms is that lack of writing ability may impede achievement in reading. (HTH)

**ED 381 291** PS 023 261

O'Connor, Anna T. Callahan-Young, Sheila  
**Seven Windows to a Child's World: 100 Ideas for the Multiple Intelligences Classroom. Pre K-3.**

First Printing  
Report No.—ISBN-0-932935-77-X  
Pub Date—94  
Note—284p.

Available from—IRI/Skyline Publishing, Inc., 200 East Wood Street, Suite 274, Palatine, IL 60067 (Item no. Z1261, \$19.95, plus \$5 shipping; orders under \$50 must be prepaid; Illinois residents add 8.25% sales tax).

Pub Type—Books (010)—Guides—Classroom—Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Art, \*Cognitive Style, Early Childhood Education, Interpersonal Competence, \*Kindergarten, Kinesthetic Perception, Language Arts, \*Learning Activities, Mathematics Skills, Music, Spatial Ability, Teaching Methods, \*Thematic Approach

Identifiers—Gardner (Howard), \*Multiple Intelligences

While traditional schooling has focused mainly on math and linguistic skills, psychologist Howard Gardner suggests that there are at least five additional ways of learning. This curriculum guide applies Gardner's theory of multiple intelligences to the kindergarten class, providing teachers with a practical, thematic approach that will challenge children's thinking. The five units include three lessons for each of the intelligences—linguistic, logical-mathematical, spatial/artistic, inter- and intra-personal/social, spatial/assembly, bodily/kinesthetic, and musical. Some lessons include homework designed to strengthen the communication between home and school, and some include designated portfolio samples with format suggestions for collection throughout the school year. The five units are: (1) Self; (2) Fall; (3) Day/Night; (4) Winter; and (5) Castles. Each unit includes a bibliography. (HTH)

**ED 381 292** PS 023 300

Phillips, Carol Alexander  
**Early Childhood Activities in State Departments of Education.**

National Association of State Boards of Education, Alexandria, VA.

Pub Date—[92]  
Contract—RR91172007

Note—27p.  
Pub Type—Reports—Research (143)—Reports—General (140)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Certification, Child Caregivers, Early Childhood Education, \*Early Intervention, \*Educational Change, \*Educational Policy, \*Integrated Services, \*School Readiness, State Departments of Education, State Surveys

Identifiers—Child Care and Development Block Grants, National Education Goals 1990, Project Head Start

This report describes early childhood activities of state departments of education, identifying and discussing six areas of activity that were determined to be significant. These six policy areas, which were identified as emerging as focal points of early childhood activity, were: (1) the School Readiness Education Goal; (2) passage of the federally funded Child Care and Development Block Grant (CCDBG); (3) public school collaboration with Head Start; (4) state training and credentialing of early childhood staff; (5) early intervention efforts for special needs children; (6) recent changes in public school preschool, kindergarten, and early ele-

mentary programs. States were surveyed regarding their activity in each of these areas. Responses indicate that: (1) public school activities in early childhood education have been wide-ranging, intense, and varied; (2) states have proposed basic changes in the structure of schools, created new programs, and significantly increased their collaboration across agencies; and (3) the workload at the state-agency level, where states have at best a handful of early childhood education personnel who struggle with priorities, will increase. (Contains 38 references.) (DR)

**ED 381 293** PS 023 301

Miller, Shelby H. And Others  
**Family Support in Early Education and Child Care Settings: Making the Case for Both Principles and Practices.**

Harvard Family Research Project, Cambridge, MA.; National Association of State Boards of Education, Alexandria, VA.

Pub Date—95  
Contract—RR91172007

Note—20p.  
Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Agency Cooperation, Coordination, \*Day Care, Early Childhood Education, Family (Sociological Unit), \*Family Programs, History, Integrated Services, Planning, Prevention, Program Descriptions, Social Services

Identifiers—\*Family Support, Historical Background, Program Characteristics, Self Sufficiency

As early childhood programs face the challenges of becoming more comprehensive, better coordinated with other service providers in the community, and better attuned to the importance of consistency of care between home and child care, the demand to integrate early childhood education and child care with family support is growing. This report discusses the background, conceptual framework, and practices of family support programs that are successful in integrating practice into early childhood education and child care settings. Section 1 describes the separate histories of the child care and family support movements. Section 2 provides a conceptual framework for integrating family support principles and practices into early childhood education and child care settings. Section 3 discusses a set of principles derived from practices of successful family support programs, including: (1) an ecological approach to promoting child and adult development; (2) a preventive rather than remedial orientation; (3) a focus on families' strengths rather than their weaknesses; (4) a sensitivity to local needs and resources; (5) a recognition that all families need information and social supports; and (6) a commitment to empower individuals and families with the goal of self-sufficiency. Sections on integrating practices with principles and a typology for integrating family support principles and practices are followed by four examples of family support in early education and child care settings. Contains 23 references. (DR)

**ED 381 294** PS 023 317

Newman, Margaret  
**Stepfamily Realities: How To Overcome Difficulties and Have a Happy Family.**

Report No.—ISBN-1-879237-69-5

Pub Date—94  
Note—257p.  
Available from—New Harbinger Publications, Inc., 5674 Shattuck Avenue, Oakland, CA 94609

(Hardcover: ISBN-879237-70-9; paperback: ISBN-879237-69-5, U.S.: \$13.95; Canada: \$20.95).

Pub Type—Guides—Non-Classroom (055)—Books (010)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Birth Order, Childhood Attitudes, Divorce, \*Family (Sociological Unit), Family Characteristics, Family Environment, \*Family Life, Jealousy, Marital Instability, Marital Satisfaction, \*Parent Child Relationship, Personal Space, Sexual Abuse, Sexuality, Siblings, \*Stepfamily

Noting that the failure rate of second (and subsequent) marriages is higher than that for first-time marriages, this book addresses the major issues confronting members of stepfamilies. Drawing on case studies and experiences with a broad range of stepfamily situations, the book provides valuable insights and practical advice to help stepfamilies overcome inherent difficulties and blend successfully. The 19 chapters address the following topics:

(1) an overview of stepfamily realities; (2) beginning to understand how stepfamilies work; (3) individual differences and the force of togetherness; (4) the force of separateness in stepfamilies and the search for self; (5) boundaries and personal space in stepfamilies; (6) individual habits, attitudes, values and rituals that come into stepfamilies; (7) emotions in stepfamilies; (8) spoken, unspoken, and hidden contracts; family rules; (9) jealousy in stepfamilies; (10) birth-order characteristics and sibling displacement; (11) discipline in stepfamilies; (12) balancing acts in stepfamilies; (13) the changed nature of relationships in stepfamilies; (14) the biological child in the stepfamily; (15) sexuality in stepfamilies; (16) money issues in stepfamilies; (17) assertive communication skills (parts 1 and 2); and (18) the reality that stepfamily life can match your dreams. A short resource list is included. (HTH)

## RC

ED 381 295

Montgomery, Diane, Ed.

**Reaching to the Future: Boldly Facing Challenges in Rural Communities.** Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995).

American Council on Rural Special Education. Pub Date—Mar 95

Note—435p.; For selected individual papers, see RC 020 017-056.

Available from—American Council on Rural Special Education, Department of Special Education, University of Utah, 221 Milton Bennion Hall, Salt Lake City, UT 84112 (\$30).

Pub Type—Collected Works - Proceedings (021) EDRS Price - MF01/PC18 Plus Postage.

Descriptors—American Indian Education, Delivery Systems, \*Disabilities, Early Childhood Education, Educational Practices, Education Work Relationship, Elementary Secondary Education, Higher Education, \*High Risk Students, \*Inclusive Schools, Regular and Special Education Relationship, Rural Areas, \*Rural Education, Rural Schools, \*Special Education, \*Teacher Education, Transitional Programs

This proceedings contains 58 papers on rural special education. Papers present the newest and most innovative promising practices for rural special education, current research, contemporary discussions of theory or theory development, and topics of timely concern. The papers are organized in order of presentation, and are categorized in a topical index under the following subjects: administration, at risk, collaboration and inclusion, early childhood, gifted education, low incidence populations, multicultural education, Native American concerns and community relations, parents and families, preservice and inservice education of rural special education teachers, publishing of professional papers, technology, and transitional school-to-work programs and practices. An appendix provides information on seven presentations available on videotape. (SV)

ED 381 296

Fishbaugh, Mary Susan E. Berkeley, Terry

**What about Readiness for Teachers?**

Pub Date—Mar 95

Note—6p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Beginning Teachers, \*Collegiality, Educational Needs, Educational Practices, Elementary Secondary Education, Higher Education, Interpersonal Competence, \*Preservice Teacher Education, \*Rural Education, Small Schools, \*Special Education Teachers, Teacher Attitudes, \*Teacher Role, Teaching Experience Identifiers—Montana State University, \*Teacher Collaboration

This paper begins by relating the experiences of a beginning special education teacher in a small school in rural Montana. He soon became frustrated as he lacked the skills required for collaborating with other teachers, students, parents, and the community. Small rural schools have difficulty in re-

cruiting and retaining qualified special education teachers because of the overwhelming demands made on people in these positions. A review of the literature on beginning teachers reveals that preservice teachers do not regard collaboration as an important aspect of teaching, and few studies mention collaboration skills as an essential competency. However, teachers need the ability to work cooperatively with their peers. As students become more diverse, teacher collaboration becomes more important in developing educational programs appropriate to students' educational needs. Part of the problem is that teachers view teaching as an independent occupation, rather than seeing their role as being a part of a team. However, faculties at colleges of education are beginning to address the need for training in this area. For example, Montana State University (Billings) has begun offering both undergraduate and graduate education courses in collaboration. This paper suggests that collaboration, along with subject matter content and pedagogical methodology, deserves a place in the professional literature. (LP)

ED 381 297

Tappe, Duane R.

**Nineteen Reasons Why Special Education Should Cost More Than Regular Education.**

Pub Date—Mar 95

Note—9p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Disabilities, Educational Finance, \*Educational Trends, Elementary Secondary Education, \*Finance Reform, Inflation (Economics), \*Program Costs, Public Schools, Regular and Special Education Relationship, Rural Education, School District Spending, \*Special Education, \*State Aid

Identifiers—\*Cost Containment, \*Nebraska

Nebraska public schools have experienced a substantial growth in the numbers of children being served by special education programs, particularly in the past 10 years. This increase in services has greatly impacted state budget allotments for special education. For example in 1994, \$115 million was appropriated to Nebraska school districts for special education costs; for the 1995-96 school year, the amount will rise to \$122 million. The main reason for this increase is the addition of staff members and programming to meet the needs of an increasing number of disabled children. Other reasons why special education costs more than regular education include: (1) a low teacher/student ratio; (2) an increase in the survival rate of disabled children; (3) de-institutionalization of children with severe disabilities; (4) extended school year and extended school day; (5) inflated equipment costs; (6) high costs associated with inclusion; (7) facility improvements increasing accessibility for the disabled; (8) providing services to students placed in private schools; (9) excessive paperwork; (10) transportation costs; (11) shifting of financial responsibility between state agencies; and (12) an increase in student referrals from regular education and other sources. This paper suggests that placing a cap on special education costs is not the answer to control costs, but rather that some costs should become the responsibility of regular education, the Department of Public Institutions, and the Department of Social Services. (LP)

ED 381 298

Montgomery, Diane And Others

**Creativity in Rural Special Education Settings: An Example with Transition.**

Pub Date—Mar 95

Note—7p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Resources, \*Creative Thinking, Disabilities, Educational Needs, Educational Practices, \*Education Work Relationship, Models, \*Problem Solving, Program Effectiveness, Rural Areas, \*Rural Education, Secondary Education, Secondary School Stu-

dents, \*Special Education, \*Transitional Programs

This paper examines how creative thinking techniques can be used to help rural educators provide effective transition programs and services to secondary students. Factors affecting transition in rural areas include a small, homogenous economic base; travel time and distance between job sites; lack of services and trained staff; the community role of schools in rural areas; less formal politics; and a rural-oriented work ethic. The literature suggests that self-determination, secondary school reform, and public policy alignment also affect rural services. The challenge before rural educators is to take advantage of existing positive elements in their community to create new solutions to problems in transitioning disabled students from school to work. The five stages of a creative problem-solving model include fact finding, problem finding, idea finding, solution finding, and acceptance finding. One method for generating information is forced creativity, which involves techniques to clarify a problem and generate solutions. One technique of forced creativity is attribute listing—listing principle characteristics or attributes of a problem and generating ideas for improving or changing each attribute. Another technique is morphological synthesis—identifying one set of problem attributes on an axis in matrix form and identifying a second set on another axis, allowing for all possible interactions between the diverse sets. There are also checklists available to help generate considerations or questions to discover aspects of a problem or process. This paper suggests that by selecting a creative thinking technique and applying it to the identified problem of transition in rural communities, unique solutions to an individual's transition problem can be generated. (LP)

ED 381 299

Primer, Vicky Brown, Beverlyn Kay

**Voices of the Children: What Special Education Kids Say about their Programming Experiences and Needs.**

Pub Date—Mar 95

Note—6p.; In: Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Experience, \*Educational Needs, Needs Assessment, \*Parent Attitudes, Parent Participation, Parent School Relationship, Participative Decision Making, \*Rural Education, Secondary Education, Secondary School Students, \*Special Education, \*Student Attitudes, \*Teacher Attitudes, Teacher Student Relationship

Identifiers—\*Kansas

During the spring of 1993, a needs assessment was conducted in rural Kansas communities to determine existing services and community strengths available to special needs children. Interviews were conducted with a cross section of the community regarding community resources, collaboration, parent and family involvement, planning processes, and educational funding. Secondary special education students offered their views concerning the effectiveness of special education services. Themes that emerged include: (1) motivation to learn when offered alternative styles of learning; (2) desire to participate in noncompetitive school activities, especially athletics; (3) sense of being different and misunderstood by both school personnel and other students; (4) desire to participate in planning for themselves; (5) additional needed support for parents; and (6) life goals of independence, a good job, a good income, and having a family. Survey results also indicate that schools felt the pressure of inadequate funding to meet the rising costs of special education; teachers saw the lack of space and resources as prohibitive in providing alternative learning experiences; and staff felt that they were inclusive of parents in program planning and implementation. However, parents saw schools as inflexible in arranging meeting times and felt that too many children were expelled from school or removed from school activities as a source of punishment. Results suggest that improved communication and understanding of the needs of all parties involved would help improve special education programming. (LP)

**ED 381 300**

RC 020 021

Fischer, Valerie

**Bigger Isn't Always Better: Meeting the Challenges of Transition in Rural Communities.**

Pub Date—Mar 95

Note—9p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Agency Cooperation, \*Delivery Systems, Educational Cooperation, \*Education Work Relationship, Integrated Services, \*Regional Planning, Rural Areas, Rural Education, \*School Community Programs, Secondary Education, Secondary School Students, \*Special Education, \*Transitional Programs

Identifiers—Local Control, \*North Dakota

This paper describes Project TransND, a transition services project implemented jointly through the North Dakota Department of Public Instruction, Office of Special Education, and the Office of Vocational Rehabilitation. This program helps prepare special education students to transition from high school to the work world. Project goals include designing, implementing, and improving an integrated transition planning and service delivery system that considers the unique characteristics of North Dakota; identifying and providing resources essential to transition planning and service delivery; and developing and delivering effective training for participants. The program divides the state into nine planning regions: eight geographic regions and one covering the state's four American Indian reservations. Each region has a regional governing board made up of local stakeholders who oversee activities related to transitional services. Each board employs a regional transition coordinator (RTC) who organizes an interagency network of transition services and responds to regional needs and concerns. Each region identifies goals and objectives that consider the local economic, population, and labor resources available. The nine RTCs meet monthly to collaborate and to exchange information. This regional approach has proven successful as it allows for local ownership, administration, and evaluation of services. Future program activities include various media projects, tracking of special education dropouts, identification of alternate programs, active student participation in program planning, and demonstration sites for pilot projects. (LP)

**ED 381 301**

RC 020 022

Carr, Sonya C.

**A Preservice Model for Preparing Special Educators in Rural Areas: Specialized Competencies.**

Pub Date—Mar 95

Note—9p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Competency Based Teacher Education, Computer Uses in Education, Course Descriptions, Disabilities, Educational Needs, Educational Objectives, Elementary Secondary Education, \*Family Involvement, \*Graduate Study, Higher Education, Rural Areas, \*Rural Education, Special Education, \*Special Education Teachers, Teacher Competencies, \*Teacher Shortage

Identifiers—\*Southeastern Louisiana University

The shortage of qualified special educators in Louisiana is critical, particularly in rural areas. Factors contributing to this shortage include low teacher salaries, reduction of tuition exemption for teachers taking certification courses, and higher tuition costs. University training programs must assist teachers in developing necessary competencies and prepare them to be responsive to the challenges they will face in rural communities. Specifically, there is evidence that effective rural special educators need consultation skills for conferencing and counseling parents and other family members, and training in the uses of computers for both instructional purposes and compensatory purposes in overcoming barriers to student learning. This paper describes Project ReSET (Recruit, Retrain, Retain Special Education Teachers in Rural Areas), a graduate

teacher training program developed by Southeastern Louisiana University that seeks to increase the number of highly qualified special educators working in rural Louisiana. The program consists of 21 semester hours required for certification, and additional courses focusing on educational technology and working with families. Participants are certified in either mild/moderate or severe/profound impairments. Includes course descriptions for two courses entitled *The Exceptional Family and Technological Applications in Special Education*. (LP)

**ED 381 302**

RC 020 023

Miner, Sam. And Others

**Completing University Degrees: Barriers for Native Americans.**

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Mar 95

Contract—H029B20092-94

Note—7p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Persistence, American Indian Culture, \*American Indian Education, \*College Students, Dropouts, \*Family Influence, \*Financial Problems, Higher Education, Preservice Teacher Education, Rural Education, Secondary Education, Student Attitudes, \*Student Experience, Student Surveys, Withdrawal (Education)

Identifiers—\*Native Americans, Northern Arizona University

This paper outlines results of three informal surveys identifying barriers that Native Americans face when trying to complete a college degree. For the first survey, 22 Native American students who had dropped out of Northern Arizona University indicated that family influences and responsibilities, lack of financial resources, campus attitudes towards Native Americans, and poor academic preparation were reasons for leaving school. These dropouts also indicated that additional support services such as professors who demonstrated a caring attitude would have made a difference in their decision to withdraw. In the second survey, nine Native American participants in their first year of a field-based special-education teacher training program were asked to identify the most difficult aspects of taking courses on a university campus and the most desirable traits in a university professor. Respondents indicated that difficulties were associated with family obligations, time management, tuition and finances, and distance from home. Desirable traits for professors included good communication skills, likeable personality, willingness to help, treats students equally, flexibility, and high expectations. In the third survey, nine Native American students in the field-based preservice program indicated that cultural traditions were sometimes a barrier to higher education for Native Americans, as were lack of financial support, inadequate high school preparation, alcohol and drugs, poor academic advising, and language barriers. (LP)

**ED 381 303**

RC 020 024

Johnson, JoAnn Whipple, Wendy

**Replicating Successful Early Intervention in Rural Areas: Model Program Description.**

Pub Date—Mar 95

Note—8p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Learning, Coordination, Delivery Systems, \*Disabilities, \*Early Intervention, Family Involvement, \*Family Programs, Learning Strategies, Models, Outreach Programs, Preschool Education, \*Rural Areas, Rural Education, \*Training

Identifiers—\*Nevada, \*Program Replication, Service Providers

This paper describes a project to train service providers in replicating the Home Activity Program for Parents and Youngsters (HAPPY). HAPPY is a family-focused program developed to meet the educational needs of disabled children ages birth

through 5 years in rural Nevada. Content of the training modules was developed from a review of literature and training materials, professionals' experiences, needs assessments, initial training surveys, and informal interviews with training participants. The seven training modules include: (1) home visiting strategies, including information on family dynamics, family guided care, and grief responses; (2) information on parental participation in child assessment and program development; (3) service coordination principles and dimensions, roles of the family and professionals in service coordination, and program implementation; (4) consultative therapy, including defining team building and its processes and identifying stages of team development; (5) an overview of assessment emphasizing screening, diagnostics, and programmatic assessment and intervention methods; (6) instruction in the use of the HAPPY computer software, including its installation and features; and (7) mechanics for creating individualized training tapes. This paper also addresses how adult learning strategies (concrete experiences, reflective observation, abstract conceptualization, and active experimentation) can be incorporated into the training modules. (LP)

**ED 381 304**

RC 020 025

Devlin, Sandy D.

**Drug Use in Rural America: What You Can Do about It.**

Pub Date—Mar 95

Note—7p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adolescents, \*Decision Making, \*Disabilities, Drinking, \*Drug Education, \*Drug Use, High Risk Students, Interpersonal Competence, Problem Solving, \*Rural Areas, Rural Education, Secondary Education, Self Esteem, Special Education, Student Surveys

Identifiers—\*Resilience (Personality), Typology of Adolescent Drug Use

Individuals with disabilities have been identified as one of the nation's largest populations at risk for drug use. Recent studies indicate a higher rate for alcohol and drug use among the disabled population than the general population. In an effort to identify drug use among rural disabled students, data were collected from students ages 12-18 identified as mentally retarded, learning disabled, and behavior disordered in 20 rural settings in 3 southeastern states. Based on results of the Typology of Adolescent Drug Use, each student was classified into one of eight drug use types including polydrug use, stimulant use, periodic drug use, marijuana and alcohol use, heavy alcohol use, experimental use, light alcohol use, and no use. These categories were then collapsed to high, medium, and low drug and alcohol use. Results indicate significant drug use among disabled students in rural settings. Students appear to be at particular risk due to low self-esteem, poor resiliency skills, low academic achievement, and lack of access to drug-prevention programs. One program developed to build resilience among rural disabled students includes components such as developing social competency, developing autonomy, building ability to solve problems and make good decisions, and facilitating awareness of the dangers of using drugs. Contains 15 references and 2 tables of survey data. (LP)

**ED 381 305**

RC 020 026

Lakes, Marsha K. And Others

**Frontier Justice: Adaptations of Nevada's IDEA Complaint Investigation Process for Rural/Remote Areas.**

Pub Date—Mar 95

Note—5p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Civil Rights, Compliance (Legal), Disabilities, \*Due Process, \*Educational Policy, Elementary Secondary Education, Government School Relationship, Public Agencies, \*Rural Areas, Rural Education, \*Special Education, \*State Regulation

Identifiers—\*Individuals With Disabilities Education Act, \*Nevada, Onsite Evaluations

This paper describes the complaint investigation process for rural remote areas of Nevada as required by the Individuals with Disabilities Education Act (IDEA). Complaints are first filed with the Nevada Department of Education superintendent of public instruction. Complaints can be initiated by anyone and must state what regulations the public agency has violated and provide facts to support this claim. An independent on-site investigation is conducted by a team leader from the Special Education Branch who sends notification regarding the alleged violation to the agency involved, and selects an investigative team that could include university staff, parent advocates, and agency personnel. Team members are provided with appropriate materials to conduct the investigation such as IDEA regulations and various state codes. The team reviews written records that apply to the issue, interviews appropriate district staff, interviews the complainant, and then develops a written decision that addresses each allegation. If there are areas where regulations have been violated, an order coming forth from the report could include the development of policy and procedures to ensure compliance in the future. When violations occur, the district must develop a corrective action plan and indicate timelines for completion. Findings are then discussed with both the public agency and complainant to provide clarification and closure. Over the past 4 years, the number of complaints in Nevada has doubled each year. Specific reasons for this trend remain undetermined but are most likely associated with state population growth, active parent advocacy, and success of the complaint resolution process. (LP)

ED 381 306 RC 020 027

*Bull, Kay S. Rupard, Jane M.*  
Resourcing Visually Impaired Children and Youth in Rural Settings.

Pub Date—Mar 95

Note—9p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES)* (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blindness, \*Community Based Instruction (Disabilities), Community Resources, Daily Living Skills, \*Educational Resources, Elementary Secondary Education, Job Skills, Organizations (Groups), \*Rural Education, School Community Relationship, Shared Resources and Services, \*Special Education, \*Transitional Programs, \*Visual Impairments, Volunteers

This report discusses the community-based resources that may be available to regular and special education teachers serving visually impaired students in rural areas. It notes the national shortage of teachers qualified to teach children with visual impairments and suggests that rural teachers will have to devote some effort to seeking out appropriate educational resources. Communicating with the community can uncover resources useful in transitional training that involves daily living skills, job training, or job placement. Procedures for the productive use of volunteers and volunteer organizations are considered, and local cooperatives are recommended as potential sources for employment experience. The report concludes that ready-made resources for visually impaired students are unlikely to exist in rural areas and that regular and special education teachers will need to create them. A table identifies local/community and regional/county organizations and personnel that currently exist in some settings or that might be created to provide services in the areas of employment, family support and advocacy, recreation, social and interpersonal development, and medical or financial needs. A second table lists addresses and phone numbers for national organizations that focus on the education of visually impaired and blind students. (RAH)

ED 381 307 RC 020 028

*Whitaker, Angria McPhee. Votel, Christine Brown.*  
Managing Troubling Behaviors: A Systems Approach.

Pub Date—Mar 95

Note—9p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES)* (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Behavior Disorders, Elementary Education, Elementary School Students, \*Individualized Education Programs, Interpersonal Competence, Intervention, \*Mainstreaming, \*Mentors, Pilot Projects, \*Problem Children, Regular and Special Education Relationship, Rural Schools

Identifiers—Dorchester County Board of Education MD, Social Skills Training

The Mentor Supported School Success Program was developed by the rural school district of Dorchester County, Maryland, as an effort to include students displaying troubling behaviors in regular classroom settings. The program offers supplementary support to current school programming through the use of mentors. In the first year of the program, members of the school-based multidisciplinary team identified students exhibiting troublesome behaviors, with priority given to elementary-aged students previously recommended for expulsion. All students are eligible for participation. Paraprofessionals and substitute teachers who had demonstrated both empathy for students and consistent effective behavioral management strategies were selected as mentors. Mentors assist with individual behavioral management plans, support classroom activities, provide additional monitoring of non-academic activities, and help teach the social skills training program. Program components include integrated behavior management plans for each student; daily orientation and wrap-up; carefully designed mentor schedules; academic assistance; monitoring of medications; crisis intervention; social skills training; and evaluation of changes in students' behavior, attendance, and academic achievement. A mid-year informal review suggests positive results in all four pilot elementary schools. (JAT)

ED 381 308 RC 020 029

*Kaiser, Denise*  
Life Management: Bringing Relevance to the Classroom.

Pub Date—Mar 95

Note—9p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES)* (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Courses, \*Decision Making Skills, Education Work Relationship, \*Independent Living, \*Mild Disabilities, Rural Education, Secondary Education, \*Secondary School Curriculum, Secondary School Students, Special Education, \*Transitional Programs

Identifiers—Kentucky Transition Project, \*Self Advocacy

Secondary students with mild disabilities often are unprepared to make a successful transition into adulthood. The traditional secondary curriculum for mildly disabled students focuses too much on remedial academics and not enough on the specific skills needed in social interactions, daily living, occupational choice, and employment. In addition, students seldom participate in their transition planning conferences in a meaningful way, and receive little direct instruction in skills for self-advocacy. Students with mild disabilities have high dropout rates, reflecting low motivation to remain in school, and seldom pursue postsecondary education or training. In an attempt to demonstrate the relevance of school curriculum to adult living, educators in the Kentucky Transition Project developed the course "Life Management," which focuses on behaviors needed to become a responsible family member, citizen, and employee. Particular emphasis is placed on self-advocacy and problem-solving skills development. Self-advocacy training addresses the ability to assess one's own skills, abilities, and disability-related needs; knowledge of civil rights and federal legislation on disabilities; and communication skills. The course employs teaching strategies that emphasize hands-on activities, small group discussions, and self-discovery projects. Students are instructed in a six-step management and decision-making model for establishing weekly and future goals. Implementation of this curriculum will reduce attrition of students with mild disabilities and equip them for productive lives in their communities. (SV)

ED 381 309 RC 020 030

*Manuelito, Jeannie Johnson, Martha*  
Communicating Effectively with Non-Indian Service Providers.

Pub Date—Mar 95

Note—6p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES)* (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Culture, \*American Indians, Communication Problems, Cultural Differences, \*Disabilities, Elementary Secondary Education, \*Intercultural Communication, Parent Materials, \*Parent Participation, \*Parent Role, Parent Teacher Conferences, Special Education Identifiers—\*Communication Strategies, \*Service Providers

This paper provides Indian parents of children with disabilities with information from the Education for Parents of Indian Children with Special Needs Project concerning communication between Indian parents and non-Indian service providers. Five basic strategies for effective communication are reviewed: (1) when you do not understand, ask for clarification; (2) share information to help the professional understand; (3) when you like something, make positive statements; (4) tell the service providers your thoughts, especially when you do not agree; and (5) at the end of a meeting, review information shared and commitments made to be sure that everyone understands the same thing. The valuable role that parents can play in advocating for their children's health and educational programs is explained. The paper notes that the involvement of parents of children with disabilities in educational decision making is legally mandated, explicitly points out cultural differences between Indians and non-Indians in communication behaviors and respect for authority, as well as discusses expectations of service providers concerning parents' behavior and of parents concerning professionals' behavior. (SV)

ED 381 310 RC 020 031

*Minner, Sam And Others*  
Benefits of Cultural Immersion Activities in a Special Education Teacher Training Program.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Mar 95

Contract—H029820092-94

Note—5p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES)* (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Culture, \*American Indian Education, Anglo Americans, College School Cooperation, \*Cross Cultural Training, \*Cultural Awareness, Disabilities, Elementary Secondary Education, Higher Education, Intercultural Communication, \*Navajo (Nation), \*Preservice Teacher Education, \*Special Education Teachers, Teacher Attitudes

Identifiers—Kayenta Unified School District AZ, Native Americans, Northern Arizona University  
The Rural Special Education Project (RSEP) is a school-based, special education teacher preparation program located on the Navajo Reservation. The program, which is a partnership between Northern Arizona University and Kayenta Unified School District, immerses Anglo participants in Navajo culture and heightens their awareness of cross-cultural and linguistic barriers to teaching and learning. About half of participants are Anglo American and half are Native American. RSEP prepares future teachers for work on the reservation. Native participants share their traditions with non-Native participants, who keep a record of taboos and cultural beliefs that could result in misunderstandings in the classroom. Among the 18 participants during the 1994-95 school year, both Native and non-Native students felt that they had benefited from the program and would be more confident in the classroom. Anglo American students had experienced what it is like to be a minority, had adapted to a slower-paced simpler lifestyle, and felt that they would understand their Navajo students better. Native

American students were able to take classes without relocating away from their families, and had gained a new perspective on Anglo culture. RSEP brings two cultures together in a positive way and promotes cross-cultural awareness and sensitivity. (SV)

**ED 381 311** RC 020 032

*Demchak, MaryAnn. Cheney, Christine O.*  
**Preparing Rural Educators of Students with Severe Disabilities: Summer Institutes and Ongoing Support.**

Pub Date—Mar 95

Note—7p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES)* (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College School Cooperation, Elementary Secondary Education, Higher Education, Inservice Teacher Education, \*Institutes (Training Programs), \*Rural Education, \*Severe Disabilities, \*Special Education Teachers, Summer Programs

Identifiers—\*Nevada, \*Training Needs

Due to changes in certification and a shortage of special education teachers, school districts in rural Nevada frequently employ special education teachers who have not been trained to teach students with severe or multiple disabilities or serious emotional disturbances. A recent survey of 271 special education teachers and administrators in northern Nevada identified a wide range of training needs. To address these needs, the University of Nevada, Reno, developed Project PRESS (Preparing Educators of Students with Severe Disabilities), a 2-week on-campus summer institute that is organized according to eight quality indicators of educational programs for severely disabled students, that offers rural educators two graduate credits, and that provides follow-up services tailored to their schools. In two summers, the institutes have been attended by 58 special education teachers, general education teachers, and related service providers. Institutes focus on inclusion of students with disabilities in general education classes, involvement of families in decision making, integration of specialized services into ongoing educational activities, and promotion of meaningful participation in community settings. As a key feature of the institutes, participants may request follow-up services: either inservice training to an entire staff or individualized on-site consultation to assist in implementation of newly learned concepts. Participants have requested 20 follow-up visits, impacting over 100 additional school personnel and parents. Evaluations suggest that the summer institutes influence participants' subsequent performance, skills, and attitudes. (SV)

**ED 381 312** RC 020 033

*Gawne, Patricia A. Brothers, Keith*  
**Adaptive Inclusion with Special Needs Children: Inclusion That Can Work for Rural Schools.**

Pub Date—Mar 95

Note—9p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES)* (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Case Studies, Downs Syndrome, Educational Objectives, Elementary Education, Elementary School Students, \*Inclusive Schools, \*Individualized Education Programs, Mainstreaming, \*Mild Mental Retardation, \*Rural Schools, Special Education, \*Team Teaching

Identifiers—Transitional Activities

This paper describes the efforts of a team of parents, educators, and related personnel to promote successful classroom inclusion of Erin, a girl with Downs Syndrome, during grades K-4. Erin's parents were pioneers in the inclusion movement in rural Mecosta-Oscola Intermediate School District (Michigan), and when Erin was 5, they insisted that she be placed in kindergarten in her neighborhood school. Erin experienced a difficult kindergarten year, but during that year, the school district received a grant that supported the development of inclusion teams, including training and follow-up by university consultants. The initial inclusion team for Erin consisted of parents, principal, kindergarten and first-grade teachers, school social worker, psy-

chologist, and teacher consultant. The team used the McGill Action Planning System to develop a common vision of inclusion. Details are provided on team procedures for initiation of new students into the inclusion program, data collection, planning of transition to the next grade, ongoing communication and planning issues, and adaptation of curriculum and evaluation. A table lists expected long-term outcomes for educable mentally impaired students in the categories of academics, social competence, community integration, personal growth and fitness, vocational integration, and domestic living environment. (SV)

**ED 381 313** RC 020 034

*Feldmann, Ellen. Messerli, Carmo*  
**Successful Transition: The Students' Perspective.**

Pub Date—Mar 95

Note—9p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES)* (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Speeches/Meeting Papers (150)—Guides—Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Preparation, \*College Students, Decision Making, \*Disabilities, Higher Education, \*Independent Living, Personal Autonomy, Rural Education, Secondary Education, Student Attitudes, Student Responsibility

Identifiers—\*Self Advocacy, \*Student Support Services

For some students with mild or moderate disabilities, postsecondary education might include attendance at a community college, technical school, or 4-year college. From 1978 to 1991, the percentage of full-time college freshmen reporting disabilities more than tripled, with visual impairments and learning disabilities making up half the disabilities reported. For most students with disabilities, special education teachers create a protective environment during elementary and secondary school. However, this experience may inhibit student development of self-advocacy skills. Students must understand the differences between high school and college in order to be prepared for the reality of the college environment. Rather than fostering dependency, teachers in junior high and high school must encourage students to become independent thinkers, problem solvers, and responsible advocates for their own needs. Surveys of college students with disabilities from rural communities provide perspectives on the availability of support services on campus and advice on how high school students with disabilities can prepare themselves for college. Particularly important skills relate to self-advocacy, initiative, and time management. These skills can be used to address disability-related transition issues, such as self-reporting of disability, articulating accommodation needs, coordinating auxiliary assistance, and making living arrangements. This paper lists differences between high school and college environments, questions for teachers to assess student independence, and strategies to develop student decision-making skills. (SV)

**ED 381 314** RC 020 035

*Beckstrom, Jefferrey. And Others*  
**Team Oriented Mentoring To Promote Professional Development and Staff Retention.**

Pub Date—Mar 95

Note—8p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES)* (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Beginning Teacher Induction, Educational Principles, Elementary Secondary Education, Interpersonal Relationship, \*Mentors, Models, \*Portfolios (Background Materials), \*Professional Development, \*Teamwork

This paper outlines a model of interprofessional assistance and mentoring used to orient new staff members in a special education program. The mentoring model calls for three basic dispositions: opening ourselves, leading incrementally, and expressing care and concern. All mentors attempt to manifest the three dispositions as they relate to the needs of the new teacher and as they engage in mentoring functions (teaching, sponsoring, encouraging, counseling, and befriending) and activities (demonstrations, observations and feedback, and support

meetings). As the induction process begins, the new staff person starts a personal growth portfolio. Initially, the portfolio contains mechanical checklists of primary resource persons in each program area. As program information is acquired, it is recorded in the portfolio. Eventually, the portfolio contains a personal, long-term, professional growth plan worked out with supervisor and mentor. The induction process is organized into three phases. The first two, which last a total of 2-6 months, are designed to smooth entry into the system and to bring new staff into contact with as many veteran staff as is possible. In the third phase, the new teacher begins the task of acquiring and fine-tuning the many new skills required in the program, and selects one staff member who will act as mentor and coach. This paper contains a personal growth portfolio checklist for the three induction phases. (SV)

**ED 381 315** RC 020 036

*Irby, Beverly J. And Others*  
**Career Paths, Career Aspirations, Networking, and Mentoring among Special Education Administrators.**

Pub Date—Mar 95

Note—6p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES)* (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Attitudes, Administrators, \*Career Planning, Elementary Secondary Education, \*Mentors, \*Occupational Aspiration, \*Rural Schools, Special Education, Surveys

Identifiers—\*Networking, Texas (East)

This paper examines the perceptions and experiences of rural special education administrators with regard to career advancement. A 31-item questionnaire was developed that focused on administrator attitudes and experiences regarding networking, mentoring, career paths, and career aspirations. The survey was completed by 15 special education administrators from small or rural school districts in east Texas. Among survey respondents, 73 percent were female, 47 percent had held a special education administrative position for over 10 years, and 73 percent had taught for over 10 years before becoming an administrator. Results suggest that career advancement among these rural administrators is not a major priority. Respondents did not view networking as important in career advancement, but rather as a vehicle for information and support within the profession. Nor did respondents perceive mentoring as a career enhancement tool. Mentors were reported to be information providers or supporters only. Additionally, respondents did not admit to having had a career plan leading to their administrative position, and they did not aspire to other administrative positions. This paper lists respondents' ideal qualities in a mentor and suggestions for further research in this area. (SV)

**ED 381 316** RC 020 037

*Russell, Steve. Meikamp, Joyce*  
**Cultural Diversity among Gifted Students and Their Teachers in Rural West Virginia.**

Pub Date—Mar 95

Note—7p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES)* (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Black Students, Elementary Secondary Education, \*Gifted, Higher Education, \*Minority Groups, Minority Group Teachers, \*Rural Areas, Rural Education, School Demography, \*Special Education Teachers, Student Placement, White Students

Identifiers—\*Diversity (Student), \*West Virginia

This paper addresses both the underrepresentation of minority students in gifted education programs and the lack of culturally diverse gifted education teachers in rural West Virginia. The 1988 National Education Longitudinal Study found disproportionate representation of minority group students in gifted education. In West Virginia, only 3 Black teachers have been certified since 1976 to teach gifted students, as opposed to approximately 700 Caucasian teachers. To further explore this trend, 200 gifted teachers were surveyed in West

Virginia concerning the ethnicity of themselves and their students. West Virginia gifted students are identified by an IQ score of 130 or above, which represents 2 percent of the student population. However, only 37 of the state's 12,503 Black students were identified as gifted, accounting for only two-thirds of 1 percent of Black students. While Blacks were represented among counselors, supervisors, principals, and classroom teachers, there were no Black school psychologists responsible for administering and interpreting IQ tests. One approach to increasing the number of Black students and other minority groups in gifted programs involves developing community, teacher, and parent awareness programs that help identify gifted students. Equally important is the training of minority group teachers for gifted education. Includes tables of demographic characteristics of gifted teachers and students in West Virginia. (LP)

ED 381 317 RC 020 038

Schaefer, June M. And Others  
**Harnessing the Resources That Abound within Rural Schools To Create Systems Change for All Kids.**

Pub Date—Mar 95

Note—10p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Change Strategies, Distance Education, \*Educational Change, Educational Policy, Elementary Secondary Education, Higher Education, Inclusive Schools, \*Intermediate Administrative Units, \*Mainstreaming, Program Evaluation, Rural Education, School Districts, Special Education, \*Staff Development, \*Technical Assistance

Identifiers—Marquette Alger Intermediate School Dist MI

In 1990 the Michigan Inclusive Education Initiative was implemented by the state department of education to facilitate full inclusion of disabled students into regular classroom settings. This paper reports on implementation of inclusive education within the Marquette-Alger Intermediate School District (MAISD) in the Upper Peninsula region of Michigan. The MAISD consists of 12 rural school districts with a K-12 population of approximately 15,000 students, of which 10 percent receive special education services. The MAISD "systems change" required commitment from the 12 local district superintendents to decentralize special education operations from MAISD to local school districts; integrate special education students within the local district transportation system; change the MAISD's role from operations to extensive leadership in staff development; continue parent/family support systems; and integrate special education planning at the local level, assuring site-based decision-making. The role of MAISD staff in providing technical assistance and staff development leadership to the local districts was critical to the success of program development and implementation. In 1993 the MAISD expanded its technical assistance and staff development services to other Intermediate School Districts that were developing inclusive education programs. An evaluation of the MAISD and its regional systems-change initiatives revealed that the degree of impact on the teaching/learning process for children was highly related to the nature and continuity of staff development experiences. (LP)

ED 381 318 RC 020 039

Sullivan, Michael E.  
**Rural Settings: One Approach to Meeting Teacher Staffing Needs via Alternative Certification.**

Pub Date—Mar 95

Note—10p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, \*Alternative Teacher Certification, \*Degree Requirements, Distance Education, Elementary Secondary Education, Graduate Study, Higher Education, \*Masters Programs, Misassignment of Teachers,

Nontraditional Education, Program Descriptions, Rural Education, \*Special Education Teachers, Teacher Competency Testing, \*Teacher Education Programs, \*Teacher Shortage

Identifiers—\*West Virginia

This report describes an alternative teacher certification program developed to address special education teacher shortages in rural West Virginia. For the past 9 years, one of every three educators in West Virginia assigned to special education has worked on some type of sub-standard license. The alternative certification program allows West Virginia students at the postbachelor's and master's degree level to become certified teachers in areas of mental retardation, learning disabilities, or behavior disorders. In addition to prerequisite courses, admission requirements for students from noneducational backgrounds include passing the Pre-Professional Skills Test and the Multi-Subjects Content Specialization Test (K-8). Other admission criteria involve Graduate Record Examination scores, letters of recommendation, quality of content and written expression in a personal statement, undergraduate grade point average, and performance on graduate courses completed. Students follow a planned program of study and must maintain a cumulative grade point average of 3.0. Students are also required to plan and implement an original research study in their area of specialization and pass a written comprehensive examination and a content specialization test. Of the 104 students from non-traditional backgrounds who have sought special education licensure since 1987, 65 have successfully completed certification requirements. This report includes a list of degree requirements and results of student competency testing. (LP)

ED 381 319 RC 020 040

Mercado, David J. Griffing, Barry L.  
**Regional Inservice Training Model for Professionals Working with Deaf and Hard of Hearing Students in Rural and Remote Areas.**

Pub Date—Mar 95

Note—9p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Deafness, Elementary Secondary Education, Higher Education, \*Inservice Education, \*Institutes (Training Programs), Models, Professional Isolation, Program Development, Program Evaluation, \*Regional Programs, \*Rural Education, Special Education Teachers, Staff Development, Summer Programs

Identifiers—\*Idaho State University, \*United States (Intermountain West)

The Regional Inservice Training Model (RIST-M) was used to develop a weeklong inservice summer training program at Idaho State University for professionals working with deaf and hearing-impaired students in rural Idaho, Montana, Nevada, Utah, and Wyoming. There were several reasons for offering inservice training on a regional basis: a mission of Idaho State University is to be a regional resource for educators of the deaf and hearing impaired; federal and state laws require inservice education; and rural areas needed an economical model for providing inservice education. During the summer of 1994, the RIST-M was field-tested at the Intermountain Special Study Institute (ISSI) at Idaho State University. ISSI used RIST-M content, structure, delivery, and support factors to develop a summer inservice program for educators of deaf and hearing-impaired students. Seventy-one of the initial 84 participants completed a survey providing information about themselves and program evaluation. Participants were from primarily rural areas and worked directly in instructional settings in residential or public schools. Participants gave high ratings to five of the six inservice presentations and two of the three program activities. This paper concludes that a regional inservice program for rural educators is required to implement a quality program. In addition, the program should be a collaborative effort among state and local departments of education as well as institutions of public and higher education. Furthermore, the training should be relevant to the needs of professionals and should be of reasonable cost so that educators can afford to attend. (LP)

ED 381 320 RC 020 041

Ludlow, Barbara L. Wienke, Wilfred D.  
**Preparing Teacher Educators for Rural Special Education: A Leadership Training Model.**

Pub Date—Mar 95

Note—9p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, Degree Requirements, \*Doctoral Programs, Doctor of Arts Degrees, Educational Objectives, Higher Education, Leadership Training, Models, Program Descriptions, \*Program Improvement, \*Rural Areas, Rural Education, \*Special Education, \*Teacher Educator Education, Teacher Shortage

Identifiers—\*West Virginia University

This report describes a program developed by West Virginia University to address the increased demand for doctoral level special education personnel in higher education, particularly for colleges and universities in rural areas. Data indicate that the available pool of qualified teacher educators in special education has not been sufficient to meet the needs of existing and new teacher education programs. In an effort to improve its doctoral program, the Department of Special Education at West Virginia University engaged in a 3-year cycle of activities. The doctoral program curriculum was redesigned to reflect the major roles of leadership personnel in each of the following areas: teaching/supervision, scholarship/research, service, professional knowledge, and innovative technologies. Specifically, doctoral students are required to teach several college courses, develop a new course or substantially modify an existing course, supervise student teaching or practicum experiences in their area of expertise, demonstrate basic microcomputer/technology skills, conduct research, supervise beginning students in developing research competency, author or coauthor a grant application/proposal, author or coauthor a manuscript for publication, attend state and national professional meetings, provide inservice instruction for teachers and parents, and serve on professional committees. Since initiation in July 1992, the program has admitted 18 full-time students and 8-10 students on a part-time basis. The three most recent graduates have taken positions in special-education teacher education at other rural universities. Information on admission criteria and required coursework is included. Contains 22 references. (LP)

ED 381 321 RC 020 042

Belcher, Rebecca Newcom  
**Options of Inclusive Education: A Survey of New Mexico Teachers and Administrators.**

Pub Date—Mar 95

Note—10p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Attitudes, Educational Change, \*Educational Practices, Elementary Secondary Education, \*Inclusive Schools, Mainstreaming, \*Regular and Special Education Relationship, Rural Education, \*Rural Schools, Surveys, \*Teacher Attitudes

Identifiers—Individuals With Disabilities Education Act, \*New Mexico

This paper examines the knowledge and acceptance level of special and general education teachers and administrators regarding inclusive education within the rural and diverse state of New Mexico. While inclusive education of disabled students has gained widespread support, little attention has been paid to program implementation within a rural and poor state such as New Mexico. The evolution of the inclusive education movement began with the passage of the Individuals with Disabilities Education Act (IDEA). Passage of the IDEA led to the Regular Education Initiative movement, whose goal was to merge special and regular education into one system and provide instructional services to disabled children in regular classrooms. An outgrowth of the REI was the full inclusion movement, which focused on strengthening not only the academic performance of disabled students in regular class-

room settings, but also socialization skills, attitudes, and positive peer relations. Thirty-nine of 60 special educators attending a 1993 New Mexico conference returned a survey following a presentation on inclusive education. While the majority of educators were supportive of inclusive education, a small percentage (7-15 percent) were consistently nonsupportive. Specifically, nonsupportive respondents desired the continuation of resource rooms and expressed uneasiness about therapists or consultants jointly teaching with them in general education classrooms. Survey results indicate areas of confusion concerning application of inclusive educational practices. However, at the time, none of the school districts represented at the conference had implemented inclusive education. Survey questions and results are included. (LP)

**ED 381 322** RC 020 043

Miller, Kevin J. Savage, Louise B.  
Including General Educators in Inclusion.  
Pub Date—Mar 95

Note—6p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports—Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Change, Elementary Secondary Education, Higher Education, \*Inclusive Schools, \*Inservice Teacher Education, Mainstreaming, Program Evaluation, \*Regular and Special Education Relationship, Rural Education, Special Education Teachers, \*Teacher Attitudes, \*Teacher Interns, Team Teaching  
Identifiers—\*Teacher Collaboration, \*West Virginia University

A program developed at West Virginia University trains special education teachers to be collaborative consultants to general educators implementing inclusive education. From 1991 to 1994, 30 special education teachers completed requirements in two areas of specialization for teaching students with mild disabilities. In addition, they completed a 10-week internship that included working with general educators in interactive teams to facilitate the inclusion of special needs students in the regular classroom. Over the course of the project, approximately 135 general education teachers and 10 administrators in northern West Virginia were involved in teaming and staff development focusing on the curricular needs and behavior management of mildly disabled students. Participating general educators registered for a three-credit seminar that took place at their home school. The seminars met on a weekly basis and focused on discussion of problem students. In addition, general educators kept a daily log of team activities, cooperative teaching, and collaboration with the special education intern. Pretest/posttest measurements of general educators' attitudes toward inclusive education and teacher collaboration revealed positive changes. Results suggest that when general education teachers are provided training and supportive services from a collaborative consultant, their attitudes, skills, and willingness to participate in collaborative interactions involving inclusion of disabled students can be positively influenced. (LP)

**ED 381 323** RC 020 044

Berkeley, Terry R. And Others  
Leadership Training for Special Educators.  
Pub Date—Mar 95

Note—9p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Information Analyses (070)—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrators, Change Strategies, \*Educational Change, Elementary Secondary Education, Higher Education, Inservice Education, \*Institutes (Training Programs), \*Leadership Training, \*Management Development, \*Organizational Development, Rural Education, Special Education, Summer Programs

Identifiers—\*Educational Leadership, New Hampshire, Plymouth State College NH, \*Vision State-ments

This paper describes a leadership model based on assumptions about connections between human development and organizational development, and the

application of the model in leadership training for New Hampshire special education directors. The model assumes that four critical factors of human development outlined by Piaget and Meisels can be applied to organizational development: maturation, interaction in the social world, action in the physical world, and equilibration (balance between values and practical objectives). The model draws on Bronfenbrenner's notion of the ecological environment of development as a set of nested structures or patterns of interaction. At the 1994 New Hampshire Summer Leadership Academy in Special Education, held at Plymouth State College, special education directors were introduced to the model during training on the implementation of a vision in a school district. Educators engaged in discussions and activities to build five cohesive teams, which then worked on different aspects of developing and implementing school vision statements. These aspects included gathering information about the vision, garnering and maintaining support for the vision statement, preparing shareholders for implementation of the vision statement, implementation, and evaluation and ongoing planning. Use of the developmental leadership model during this process helped to create an atmosphere in which administrators were empowered, gained greater understanding of the big picture, applied knowledge to practical problems, and developed collegial relationships with other administrators. (SV)

**ED 381 324** RC 020 045

Chancey, Christine W.  
Alternative Delivery Techniques for Training and Information Dissemination for Small and Rural Districts.  
Pub Date—Mar 95

Note—10p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Qualifications, Competency Based Education, Distance Education, \*Educational Administration, Elementary Secondary Education, \*Management Development, \*Rural Education, \*Special Education, Technical Assistance

Identifiers—Florida, \*Institute for Small and Rural Districts FL, Small School Districts

In light of the increasing diversity of students and the sweeping changes involved in the inclusion movement, many special education administrators in small and rural districts are not prepared to face the emerging challenges and responsibilities of their role. The Institute for Small and Rural Districts was established in 1990 by the Florida Department of Education to provide technical assistance and training to administrators of special education in Florida's 27 small school districts. A needs assessment established that, of the 27 administrators in question, 11 had no prior special education experience and 16 had no prior administrative experience. In addition, inclusionary practices were affecting all districts, and time and distance constrained training possibilities. Extensive research and administrator input generated a ranked list of competencies and knowledge of program components essential to the incoming administrator. The first training was delivered to 34 educators at 5 sites via videoconferencing, supported by a resource manual given to all participants. Other videoconference trainings are planned. The Institute also found that principals required training in areas related to their support of special education programs, and such training was delivered at a site convenient to a cluster of 12 remote rural school districts. Appendices contain a list of administrator training components and competencies, a map of Florida school districts, and workshop evaluation summaries. (SV)

**ED 381 325** RC 020 046

Schroth, Gwen And Others  
Implementing Technology without Breaking the Bank.  
Pub Date—Mar 95

Note—7p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Guides—Non-Classroom (055)—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College School Cooperation, Computers, Distance Education, \*Electronic Equipment, Elementary Secondary Education, \*Financial Support, \*Fund Raising, Higher Education, Partnerships in Education, Rural Schools, School Business Relationship, \*School Districts, School District Wealth, \*School Funds, \*Technology

Identifiers—Texas

Boles Independent School District (Texas) serves 360 students and is the poorest district in Texas. Yet, due to the aggressiveness of its superintendent and staff, Boles has pieced together a technology program that equals or surpasses those of larger neighboring districts with more resources. This success is derived from creativity, resourcefulness, persistence, thrift, and scavenging. The entire staff refused to accept an image of poverty and low morale and shifted to a resource-rich perspective. This paper outlines five major resource areas tapped by the district and offers suggestions for similar efforts. These resource areas include: (1) grants for technology funding from state agencies and private foundations; (2) cash awards and other recognitions; (3) partnerships with businesses (providing funds or goods and services at reduced rates) and links to universities (providing staff training, technical assistance, and coordination of consortium building); (4) public support spurred by publicity; and (5) discarded materials and other types of assistance requested from corporations and individuals. (SV)

**ED 381 326** RC 020 047

Williams, Ellen U. And Others  
Distance Education As a Future Trend for Pre and Inservice Education.  
Pub Date—Mar 95

Note—9p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Distance Education, \*Faculty Development, Higher Education, Information Technology, Inservice Teacher Education, Preservice Teacher Education, \*Rural Education, Rural Schools, \*Special Education, \*Teacher Education, \*Telecommunications

Identifiers—Bowling Green State University OH, Internet

Inservice training and staff development for rural schools are complicated by limited access to advanced training programs, limited financial resources, and a high attrition rate among rural educators. One way in which rural schools and universities can collaboratively work to fill this void is through distance education, which can help rural schools offer courses for which a certified teacher is not available, or deliver inservice training for faculty and staff. Because there are a number of distance education technology systems available, it is important that rural schools consider which system best meets their needs. One example of a rural training program that uses distance education in Project CREST (Collaboration in Rural Education for Special Teachers), undertaken by the Department of Special Education at Bowling Green State University (Ohio). Project CREST provides preservice and inservice training in special education service delivery and problem solving appropriate to rural areas. CREST faculty spend 1 week each month on site with participants. During the remaining 3 weeks, the Internet is used for videoconference transmission. Participants demonstrate competencies and skills at practicum sites. Since there are typically no long distance telephone charges, use of this configuration may provide a low-cost approach to the delivery of professional training in rural schools. (TD)

**ED 381 327** RC 020 048

Morgan, Robert L. And Others  
Outcome-Based Education and the Special Education Learner.  
Pub Date—Mar 95

Note—8p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada,

March 15-18, 1995; see RC 020 016.  
 Pub Type—Speeches/Meeting Papers (150)—  
 Reports - Research (143)—Tests/Questionnaires  
 (160)

**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—Disabilities, Educational Change, Educational Philosophy, \*Educational Practices, Elementary Secondary Education, Inclusive Schools, \*Mainstreaming, \*Regular and Special Education Relationship, Rural Education, \*Rural Schools, School Surveys, \*Special Education Identifiers—\*Outcome Based Education

Since the advent of the Education for Handicapped Children Act of 1975, the provision of special education has moved from restrictive settings to the general education environment. Presently, schools are placing learners with special education needs into the general education classroom and providing special education services in that environment. The reform process for education in general has culminated in the development of Outcome-Based Education (OBE), which is a process approach that attempts to meet the needs of all learners. For many school districts, OBE has become a volatile issue. A survey of rural schools in the panhandle of Nebraska, western South Dakota, and eastern Wyoming that have completed an OBE process suggests that local and state agencies are driving the reform process in most of the rural schools surveyed. Administrators, teachers, and community members indicated that learners with special education needs were considered, yet the same respondents were reluctant to state that all students with special education needs should be placed in typical classroom settings utilizing a typical curriculum. Rather, they stated that such decisions should be based on the individual's label or disability. The survey questionnaire is included. (TD)

**ED 381 328** RC 020 049

*Savelsbergh, Mary*  
**Meeting Changing Rural Needs: Recruitment and Preparation of Culturally Diverse Specialist Cadres in an Award Winning Rural Internship Program.**

Pub Date—Mar 95  
 Note—9p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Descriptive (141)—  
 Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bilingual Education, College Programs, \*College School Cooperation, Elementary Secondary Education, Field Experience Programs, Higher Education, \*Internship Programs, \*Minority Group Teachers, \*Rural Education, Rural Schools, \*Special Education Teachers, \*Teacher Education, Teacher Recruitment, Teacher Shortage

Identifiers—California (North), \*California State University Chico, Diversity (Student)

California State University (CSU) at Chico developed a teacher credentialing program to provide culturally diverse, certified special education teachers for 12 rural counties in northern California. These counties are sparsely populated; include remote areas with difficult access; and contain large Hmong, Meo, American Indian, and Hispanic populations. The CSU-Chico program focuses on recruitment, training, and placement of trainees from underrepresented ethnic minorities as special educators that can meet the needs of rural multiethnic multilingual pupils with disabilities. Highlights of the program include integration of knowledge and skill bases of special education, bilingual education, and general education; early field experiences and career exploration; group or cadre affiliation; research-based instruction; student teaching under the guidance of a professional role model; and mentoring during teacher induction. Application requirements are rigorous, but culturally diverse students are eligible for substantial scholarships. After meeting special education prerequisites, students begin a three-semester credentialing program. Each semester consists of 16 credit hours of coursework plus field experience at a practicum training site. Students may then be hired as teacher interns within the 12 counties, have mentor support, and have 5 years to complete a fourth semester of coursework. Includes an outline of program requirements. (SV)

**ED 381 329** RC 020 050

*Deasy, Gio S.*  
**Planning for Challenging Behaviors: A Method to the Madness.**

Pub Date—Mar 95

Note—6p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Guides - Non-Classroom (055)—  
 Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Behavioral Objectives, \*Behavior Modification, \*Behavior Problems, Change Strategies, \*Classroom Techniques, \*Discipline, Elementary Secondary Education, Emotional Problems, Individualized Education Programs, \*Intervention, Rural Education, \*Student Behavior, Teamwork

Identifiers—West Virginia

Student behavior problems have been found to be the most significant and frequently addressed concern of rural educators. A model was developed in response to the needs of rural educators in West Virginia for planning, documenting, implementing, and monitoring behavior plans for students with emotional and behavior problems. The first step involves forming a team of teachers who closely interact with the student, support personnel, and parents. The team interviews the teacher who has the most contact with the student and compiles lists of problematic behaviors and desirable replacement behaviors. The team then ranks behaviors according to probability of occurrence and importance. Interventions include positive reinforcement strategies, punishment, and proactive/preventive strategies. Positive reinforcer strategies such as contracts and point cards are used with students who inconsistently exhibit the desirable replacement behavior. Punishment may be used if the focus on the desirable behavior is not sufficient to deter the performance of the undesirable behavior. Most important are proactive/preventive strategies that include environmental or structural modifications that inhibit the problem behavior, and strategies such as social skills training that teach the desirable behavior. Within each category, team members determine several intervention options and begin with the least intrusive intervention feasible. Data collection and monitoring continue throughout the intervention phase. As the student meets success and positive behavior maintenance is established, the team fades the intervention and replaces it with a less intrusive option. All phases of the process provide documentation of the behavior plan and its effectiveness. If the student is receiving special education services, behavior objectives appear on the individual education plan. (LP)

**ED 381 330** RC 020 051

*Smith, Cynthia Morgan, Robert L.*  
**Awareness of Deaf Sign Language and Gang Signs.**

Pub Date—Mar 95

Note—8p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Guides - Non-Classroom (055)—  
 Speeches/Meeting Papers (150)—Reference Materials - Vocabularies/Classifications (134)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*American Sign Language, \*Deafness, Disabilities, Educational Needs, Elementary Secondary Education, \*Juvenile Gangs, \*Nonverbal Communication, \*Rural Areas, \*Victims of Crime, Violence

There have been increasing incidents of innocent people who use American Sign Language (ASL) or another form of sign language being victimized by gang violence due to misinterpretation of ASL hand formations. ASL is familiar to learners with a variety of disabilities, particularly those in the deaf community. The problem is that gang members have invented their own hand shapes and signs that closely resemble ASL. This is a critical consideration when teaching students with disabilities sign language. These signs, which are essential for conversation, can be dangerous in some communities, including rural areas that have seen an increase in gang activity. Professionals in rural areas need to inform students on how to avoid conflict with gang members. First, students need to find out and then avoid gang colors, symbols, and styles of clothing. Secondly, students need to be aware of how to handle a dangerous situation in gang territory. For ex-

ample, an individual may accidentally give a hand signal that offends a gang member. The individual needs to politely explain that sign language is how they communicate and that no offense was meant. Finally, one should avoid any interactions with gang members. An individual's behavior or attitude may be viewed as disrespectful if he or she refuses to complete a request by a gang member in authority. A table that compares examples of ASL terms and hand formations with gang signs and hand formation is attached. (LP)

**ED 381 331** RC 020 052

*Dreibach, Melanie And Others*  
**A Description of an Inclusion Model That Is Working in a Rural Area.**

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Mar 95  
 Contract—H029B20092-94

Note—7p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Descriptive (141)—  
 Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*American Indian Education, Educational Change, Elementary Secondary Education, Higher Education, \*Inclusive Schools, Individualized Education Programs, Mainstreaming, \*Regular and Special Education Relationship, \*Rural Schools, School Districts, Special Education Teachers, Teacher Role

Identifiers—Facilitators, \*Kayenta Unified School District AZ, Navajo Reservation, Social Acceptance

This paper describes an inclusion program at the Kayenta Unified School District (KUSD), located on the Navajo Reservation in northeastern Arizona. KUSD is a rural school district with approximately 2,800 students enrolled in 4 schools (primary, intermediate, middle, and high schools). Virtually all students are Navajo, with 88 percent of students specifying Navajo as their home language. Disabled students represent 6-9 percent of each school's population. In 1991 KUSD abandoned the pull-out program for special needs students in favor of an inclusion model where regular classroom teachers assume instructional responsibility for all students. Special educators or support facilitators help classroom teachers develop appropriate goals and objectives; modify the regular curriculum; work with students in individual and small-group arrangements; team teach; and carry out other responsibilities involved with coordinating services. Also available are school liaisons who make home visits, paraprofessionals who function as individual aides to students, and specialists in areas such as physical therapy and speech therapy. An outcome of the inclusion program has been a dramatic increase in the number of objectives written for each student on the Individual Education Plan. In addition, a survey of students from Northern Arizona University completing their special education practicum experience in KUSD classrooms and district staff reveals overwhelming support of full inclusion. Respondents emphasize noticeable increases in student self-esteem and social acceptance, and improvement in student behavior. (LP)

**ED 381 332** RC 020 053

*Prater, Greg And Others*  
**Effective Teachers: Perceptions of Native American Students in Rural Areas.**

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Mar 95  
 Contract—H029B20092-94

Note—5p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*American Indian Education, \*Cultural Awareness, Elementary Secondary Education, \*Navajo (Nation), Rural Schools, \*Student Attitudes, \*Student Evaluation of Teacher Performance, Student Experience, Student Surveys, \*Teacher Effectiveness, Teacher Role

Identifiers—\*Native Americans

This paper examines perceptions of Native Amer-

ican students regarding effective practices of non-Native teachers. A survey of students in grades 3-12 in 3 rural school districts on the Navajo Reservation (Arizona) questioned 148 Navajo students and 10 non-Native students. The sample included 28 special needs students (17.7 percent). The survey consisted of open-ended questions regarding what kind of teacher students learned the most from; what students would do in the classroom if they were teachers; qualities of ideal teachers; what teachers do in the classroom that discourages learning; student preferences for English-only or bilingual teachers; and the degree to which teachers should be aware of students' cultural background. Results reveal that students learn more from hands-on projects and teachers who encourage varied means of learning. Students also stressed that it was important for teachers to treat students with respect and to teach responsibility. Students indicated that if they were teachers they would teach patience and honesty, tolerance, and the golden rule. Students felt that the most important teacher qualities were respect, kindness, positive attitude, patience, and sense of humor, and that teachers should avoid talking too fast, making fun of Native culture, and giving boring lectures. Although many students felt that a bilingual teacher was not necessary, many others desired to learn more about their Native language. An overwhelming number of students felt that teachers needed to be more sensitive to Native culture. (LP)

**ED 381 333** RC 020 054

Vassiliou, Demetrios Johnson, Dave  
North Dakota's Rural Training Projects: Past, Present and Future.

Pub Date—Mar 95

Note—9p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Access to Education, \*Career Ladders, Certification, \*Competency Based Education, Degrees (Academic), Developmental Disabilities, Educational Cooperation, Elementary Secondary Education, Higher Education, Mental Retardation, \*Paraprofessional School Personnel, \*Rural Education, \*Special Education, Staff Development, \*Training  
Identifiers—Minot State University ND, \*North Dakota

This paper describes the North Dakota Statewide Mental Retardation/Developmental Disabilities Facility Staff Training Program. For the past 10 years, the training program, in association with Minot State University, has been available to agencies and their employees who provide services to individuals with developmental disabilities in rural areas. Full-time direct service staff are required to demonstrate knowledge and skills in topic areas addressed in 14 training modules. These skills are taught at provider sites by certified regional trainers. In addition to entry level certification, the program offers advanced certification, an associate of arts degree in developmental disabilities, a bachelor of science degree in mental retardation (nonteaching), and a master of science degree in special education. In October 1992, the North Dakota Center for Disabilities (NDCD) expanded the program to address the increasing demand for paraeducators, particularly in rural areas. In the project's first year, four pilot sites were selected and curriculum development was initiated. The second year saw an additional 14 special education units brought into the program, with the remaining 13 units joining in the third year. Areas of training were developed according to the surveyed needs of program participants and consist of initial and advanced levels of certification. Training modules can be presented through large group instruction, small group format, on-the-job demonstrations, or self-instruction. Participant competencies are evaluated through pretests/posttests that accompany each training module. As federal funding ends, the NDCD has been actively seeking ways to preserve the program. (LP)

**ED 381 334** RC 020 055

Yeager, Noranne  
Inclusion: The Results of Attendance, Achievement, and Self-Concept in a Class-within-a-Class Model.

Pub Date—Mar 95

RIE AUG 1995

Note—10p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Attendance, Disabilities, Elementary Secondary Education, \*Inclusive Schools, Inservice Teacher Education, Mainstreaming, Program Evaluation, \*Regular and Special Education Relationship, Rural Schools, \*Self Concept, Special Education Identifiers—\*Teacher Collaboration

Class-Within-A-Class (CWC) is an inclusion program that has been in existence since 1984 at a midwestern suburban/rural school of approximately 1,200 K-12 students. Special and general educators collaborate in teaching both disabled and regular students in a regular classroom setting. Teachers participate in inservice programs covering effective practices of frequent questioning, guided practice of skills, and cooperative group activities. Teachers use various teaching strategies, advanced organizers, study guides, visual organizers, and learning strategies to meet the educational needs of both general and special education students. Special education students who participate in the CWC program are generally students with mild to moderate learning disabilities. A comparison of regular education and special education students participating in the CWC program revealed no significant difference on the average number of days of student attendance. However, there were mean differences between the two groups on individual subtests of the Missouri Mastery Achievement Test, but the increases and decreases were similar in both groups for all subtests. Specifically, there were significant increases in achievement on the science subtests and decreases in the social studies subtests. Both groups of students scored in the normative range of positive self-concept on the Piers-Harris Children's Self-Concept Scale. (LP)

**ED 381 335** RC 020 056

Luetke-Stahlman, Barbara  
Deaf Education in Kansas Public Schools.

Pub Date—Mar 95

Note—7p; In: *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995); see RC 020 016.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Deafness, Distance Education, Educational Policy, Elementary Secondary Education, Higher Education, \*Inclusive Schools, \*Inservice Teacher Education, \*Mainstreaming, Professional Isolation, \*Rural Schools, Special Education Teachers, Teacher Persistence, \*Teacher Shortage

Identifiers—Kansas, \*University of Kansas

A 1991 survey of Directors of Special Education in Kansas indicated a shortage of deaf education teachers and problems with retention of deaf education teachers in rural areas. In addition, 15 of 22 respondents documented an increase in the number of deaf and hard-of-hearing (D/HH) children in their districts. Project Rural Education is a program developed by the University of Kansas to provide teacher training in deaf education as well as inservice training for rural deaf education teachers. Training focuses on the inclusion of D/HH students in the regular classroom setting. Courses cover consultation, program and curricular adaptations, language and literacy needs, sign language, and multicultural needs. Training is provided through interactive/compressed video, correspondence courses, and video tapes. Eight teachers who were trained by this project are currently working in rural communities in Kansas. In addition, 22 teachers and more than 100 related service providers have expressed interest in gaining certification. In November 1992, the U.S. Department of Education issued a policy statement recommending that school personnel act with caution when placing children who were deaf or hard of hearing with hearing peers. However, approximately 79 percent of students who are deaf or hard of hearing are currently included or educated in public school settings. Successful inclusion requires that teachers of the deaf work with administrators to ensure that students who are D/HH are appropriately assessed, that

their needs are adequately documented, that the required supports and services are provided, and that an appropriate placement is recommended based on those needs. (LP)

**ED 381 336** RC 020 057

Gold, Veronica

Successful and Unsuccessful Collaborative Practices among Rural Special and Regular Educators.

Pub Date—Mar 95

Note—9p; Paper presented at the Annual Conference of the American Council on Rural Special Education (ACRES) (Las Vegas, NV, March 15-18, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Attitudes, Administrator Role, Educational Cooperation, \*Educational Practices, Elementary Secondary Education, Interprofessional Relationship, \*Regular and Special Education Relationship, \*Rural Schools, \*Teacher Attitudes, Teacher Role, Teamwork

Identifiers—Ohio (South), \*Teacher Collaboration

This paper examines perceptions of regular and special educators concerning the frequency and importance of collaborative practices in inclusive schools. Eighty schools in four rural counties of southern Ohio were ranked according to students' grade point average. A questionnaire was distributed to regular and special educators serving on collaborative teams in 24 schools that represented the top and bottom 15 percent of ranked schools. Responses from 66 teachers and principals reveal that special and regular educators in both groups of schools have similar perceptions concerning the importance of specific collaborative practices. However, professionals in less successful schools do not perceive themselves as effectively implementing collaborative practices that support role reciprocity among regular and special educators involved in inclusive education. These results confirm the assertion that professional credibility issues, differing conceptual frameworks, and certain collaborative practices may diminish collaborative outcomes. Additionally, the principal's role appears to be a critical variable impacting collaborative outcomes. Finally, the perceptions of professionals in high- and low-achieving schools differed significantly with regard to collaborative practices related to autonomy, decision-making processes, and school norms. The paper includes recommendations to support increased frequency and quality of collaborative practices among both regular and special educators. (LP)

**ED 381 337** RC 020 080

Pringle, Beverly A. Rosenthal, Eric D.

An Analysis of the Costs of Chapter 1 Migrant Education Program Summer Services.

Policy Studies Associates, Inc., Washington, DC. Spons Agencies—Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Pub Date—Nov 93

Contract—LC-89089001

Note—130p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Cost Effectiveness, \*Delivery Systems, \*Educational Needs, Elementary Secondary Education, \*Expenditures, \*Federal Aid, Migrant Children, \*Migrant Education, Migrant Programs, State Programs, \*Summer Programs  
Identifiers—\*Funding Formulas, Migrant Education Program

The basic formula used by the Chapter 1 Migrant Education Program to allocate funds to state agencies includes an adjustment to help defray the cost of summer services for migrant children, which can be particularly expensive. In recent years, policymakers have questioned whether the current funding formula unfairly rewards states with modest programs for large numbers of students, at the expense of states with intensive programs for fewer students. To address such concerns, program and expenditure information related to summer services was collected from 16 local sites in 6 states that have 73 percent of total migrant summer enrollments. This paper: (1) characterizes the needs of migrant children for summer services, compares the needs of migrant and nonmigrant children, compares needs of currently migrant and formerly migrant children, and examines support service needs and unmet

needs; (2) describes the summer services provided, including program characteristics, delivery systems, and coordination with regular-term programs and other service providers; and (3) examines expenditures in major cost categories and variations by service delivery model and state. A central finding concerns the much lower costs of home-based services and their use to subsidize more costly campus-based instruction. Recommendations aim to encourage greater service provision to currently migrant children and to discourage the predominant use of home-based services. Appendices cover research questions, selection of local study sites and site descriptions, migrant education program funding history, amount and percent of total expenditures by cost area and site and by funding source and site, and sample per-pupil cost profile. Contains 39 references. (SV)

**ED 381 338** RC 020 089

*Parv, D. Michael. And Others*

**Characteristics of American Indian and Alaska Native Education: Results from the 1990-91 Schools and Staffing Survey.**  
National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-045559-6; NCES-95-735  
Pub Date—Apr 95

Note—289p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—Administrator Attitudes, \*Administrator Characteristics, Administrator Qualifications, \*Alaska Natives, \*American Indian Education, Elementary Secondary Education, \*Institutional Characteristics, Principals, Public Schools, School Personnel, School Surveys, \*Student Characteristics, Tables (Data), \*Teacher Characteristics, Teacher Qualifications, Teacher Shortage, Tribally Controlled Education

Identifiers—Bureau of Indian Affairs Schools, \*Schools and Staffing Survey (NCES)

This report summarizes findings of the 1990-91 Schools and Staffing Survey (SASS) with regard to schools that serve American Indian and Alaska Native students. The Bureau of Indian Affairs (BIA) and federally recognized tribal organizations under BIA grants and contracts operate 149 elementary and secondary schools. In addition, 1,260 public schools are considered to have high Indian student enrollment (over 25 percent). These two types of schools are located mainly in rural areas and small towns. However, of the 445,425 American Indian and Alaska Native students enrolled in grades K-12, 56 percent attend public schools with low Indian enrollment. Chapters contain many data tables and figures and provide information for the three school types on the following: (1) school and student profiles (school size, rurality, region, student sex and race/ethnicity, bilingual education and remedial programs, free or reduced-price lunch, and college preparation); (2) demographic characteristics and qualifications of principals and teachers (percentage that are American Indian/Alaska Native, degrees earned, and administrative or teaching experience), schools with formal evaluation and mentoring programs for teachers, and percentage of full-time noninstructional staff; (3) principal and teacher salaries and benefits; (4) principal ratings of educational objectives, principal and teacher ratings of school problems, teacher and student absenteeism rates, principal beliefs about influence of various stakeholders on school practices, and principal career plans; and (5) teacher supply and demand, certification, and shortages, as well as teacher recruitment strategies. Appendices contain technical notes on the SASS and tables of variance estimates. Contains an index and a list of additional resources on the SASS. (SV)

**ED 381 339** RC 020 128

**Pulling Together: R&D Resources for Rural Schools.**

North Central Regional Educational Lab., Oak Brook, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.  
Pub Date—[95]

Contract—RP91002001-RP91002010

Note—336p.; Produced by the National Network of Regional Educational Laboratories.

Pub Type—Information Analyses (070) — Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—Curriculum Development, \*Demonstration Programs, Distance Education, Educational Finance, \*Educational Improvement, \*Educational Research, \*Educational Strategies, Educational Technology, Elementary Secondary Education, Human Resources, Partnerships in Education, \*Research and Development, \*Rural Education, Rural Schools, School Administration, School Community Relationship, School Effectiveness

Identifiers—Goals 2000, National Education Goals 1990, \*Regional Educational Laboratories

This document provides a portfolio of resources for educators involved in rural school improvement. The Federal Interagency Committee on Education developed a national research and development (R&D) agenda for rural education that focuses on six themes: rural school effectiveness, curricular provisions, school-community partnerships, human resources, technological resources, and governance and finance. At the same time, the 10 Regional Educational Laboratories were working under the Congressionally mandated Rural, Small Schools Initiative to identify and disseminate promising educational practices for rural and small schools. This document continues the work that the Regional Educational Laboratories began under that initiative. The first part summarizes the changes taking place in rural America, what they might mean for rural education, the R&D role of the Regional Educational Laboratories, and relationships between the rural education R&D agenda and the National Education Goals. This section also includes a profile of each Regional Educational Laboratory's work in rural education. The second section describes over 250 R&D resources available from the Regional Educational Laboratories and specifically designed for or tested in rural settings. These resources include publications, such as written reports, guides, and directories; audiotapes; training programs; model programs; and services. The resources are arranged according to the six themes of the national R&D agenda and their sub-topics; each entry contains contact information. A final section lists resources by laboratory. (SV)

## SE

**ED 381 340** SE 053 571

*Cheek, Dennis W., Ed. And Others*

**Science Curriculum Resource Handbook: A Practical Guide for K-12 Science Curriculum.**

Report No.—ISBN-0-527-20806-X

Pub Date—92

Note—384p.; Kraus International Publications, Millwood, New York.

Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (\$19.95).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Childrens Literature, Curriculum Design, Curriculum Development, Educational Assessment, \*Educational Resources, Elementary Secondary Education, Instructional Materials, \*Science Curriculum, Science Education, \*Science Materials, State Curriculum Guides, Textbooks

This handbook is one of a series of practical references for curriculum developers, education faculty, veteran teachers, and student teachers. The handbook is designed to provide basic information on the background of the science curriculum, and current information on publications, standards, and special materials for K-12 science. Part I contains six chapters on curriculum development: (1) "Trends and Issues in Science Curriculum" (Alan J. McCormack); (2) "Curriculum Guides: Process and Design" (Jurg Jenzer); (3) "Funding Curriculum Projects"; (4) "Topics in the Science Curriculum, Grades K-12" (Gary Nakagiri); (5) "State-Level Curriculum Guidelines: An Analysis (Mary Nalbandian); and (6) "State-Level Curriculum Guidelines: A Listing." Part 2 contains four chapters on curriculum guides and supplementary materials: (7) "Recommended Curriculum Guides" (David L. Haury); (8) "Curriculum Guide Reprint"; (9) "Source List for Ideas and Materials" (Bonnie B.

Barr); and (10) "Children's Trade Books in Science" (Antoine B. Gosioco). Part 3 contains four chapters on resources: (11) "Curriculum Material Producers," (12) "Statewide Textbook Adoption," (13) "Index to Reviews of Educational Materials," and (14) "Kraus Curriculum Development Library Customers." (MKR)

**ED 381 341**

SE 054 604

*Korpan, Connie A. And Others*

**Assessing Scientific Literacy: A Taxonomy for Classifying Questions and Knowledge About Scientific Research. Technical Report No. 94-1.**

Alberta Univ., Edmonton. Centre for Research in Child Development.

Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—May 94

Note—87p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Criticism, \*Educational Research, Elementary Secondary Education, \*Evaluation, Science Education, \*Scientific Literacy

There is growing public recognition that adequate levels of scientific literacy are not being attained by many children and adults. This manual was designed for use in a research project focused on one facet of scientific literacy, namely, how individuals assess the credibility of brief reports of treatment studies. The interest is in (1) the types of requests for information that people make about these reports as an index of their potential to assess credibility of research conclusions and (2) reasons people have for asking these questions as a means to make inferences about the knowledge structures that give rise to their requests. An examination of people's requests and their justifications for the requests is used to determine (1) what people know about features of scientific research; (2) how, when, and whether people engage in evaluative thinking about these features when reading reports of scientific investigations; and (3) how these characteristics of knowledge and thinking vary as a function of age and schooling from adolescence through early adulthood. Responses are used to make inferences regarding the underlying knowledge structures that are involved in the evaluation of scientific research, as well as to understand how structures are related to opportunities to learn. (ZWH)

**ED 381 342**

SE 055 976

*Peng, Samuel S. And Others*

**Understanding Racial-Ethnic Differences in Secondary School Science and Mathematics Achievement. Research and Development Report.**

National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—ISBN-0-16-045519-7; NCES-95-710  
Pub Date—Feb 95

Note—107p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Cultural Differences, \*Disadvantaged Youth, Grade 8, \*Junior High School Students, \*Mathematics Achievement, Mathematics Education, \*Racial Differences, \*Science Careers, Science Education, Secondary Education, Student Attitudes

Identifiers—Mathematics Education Research, National Education Longitudinal Study 1988, \*Science Achievement, Science Education Research  
This study was designed to address two related issues: (1) Why are Blacks, Hispanics, and American Indians underrepresented in science and mathematics-related fields, and (2) Why do students of these minority groups have lower achievement test scores in science and mathematics than other students? Data on a number of home, school, and student variables were collected from the 1988 eighth-grade cohort of the National Education Longitudinal Study. Major findings include: (1) At early ages, all students have equally positive attitudes toward science and mathematics learning in school and have similar aspirations for science and mathematics-related careers, but as they get older, more minority students become unprepared to enter these fields as they fall behind in mathematics and science learning; (2) a larger percentage of minority students come from families in poverty which have

fewer learning materials at home such as books and computers, and their parents are more likely than others to have low educational levels and to be unemployed and are less likely to provide adequate mentoring or role models for mathematics and science learning; and (3) these minority students are more likely to attend disadvantaged schools where the overall academic and supporting environments are less conducive to learning, suffer from the lack of persistent effort and active involvement in school, and are in low-track achievement groups. Appendices include data tables; National Center for Education Statistics (NCES) Databases for Studies of Science and Mathematics in Education; Specification of Variables Used in the Study; and a table of Correlation Coefficients for Contextual and Process Variables. (Contains 44 references.) (MKR)

**ED 381 343** SE 055 994  
Lane, Jean

**Selected Materials from a Calculator Enhanced Instruction Project by an Expanded Consortium of New Jersey and Pennsylvania Educational Institutions.**

Union County Coll., Cranford, NJ.  
Spons Agency—National Science Foundation, Washington, DC. Div. of Undergraduate Education.

Pub Date—Oct 94

Contract—NSF-DUE-9252491

Note—123p; Type is illegible on some pages.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Calculators, \*Calculus, \*Graphs, Higher Education, Learning Activities, \*Mathematics Instruction, Secondary Education, Worksheets

Identifiers—\*Graphing Utilities, Mathematics Activities, \*Precalculus

This booklet contains a representative sample of the efforts of colleagues at 11 institutions to use graphing calculators to enhance the teaching of calculus and precalculus. The first section contains examples of graphs for teachers to choose from for presentations, including: simple examples to illustrate some standard ideas in precalculus, examples of graphs for which the window choice is critical and a knowledge of mathematics is essential for predicting hidden behavior, and examples that produce interesting shapes. The next sections contain generic and machine specific worksheets for calculus and precalculus. Next is a section that contains original programs for both the TI-81 and HP-48S calculators. A section to acquaint students with the use of the TI-81, HP-48G, and HP-48S concludes the booklet. (MKR)

**ED 381 344** SE 055 995

**Compendium for Energy Resources. Environmental Education.**

California Energy Extension Service, Sacramento; California State Dept. of Education, Los Angeles; Sonoma State Univ., Rohnert Park, CA.

Pub Date—Sep 94

Note—91p; This edition is the first in a series of six compendia in environmental education. Other topics include water resources, integrated waste management, air quality, human communities, and natural communities.

Available from—California Energy Extension Service, 1400 Tenth Street, Sacramento, CA 95814.  
Pub Type—Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Curriculum Evaluation, \*Educational Quality, Elementary School Curriculum, Elementary Secondary Education, Energy Conservation, \*Energy Education, Environmental Education, Instructional Material Evaluation, \*Instructional Materials, Learning Activities, Lesson Plans, Middle Schools, Multilingual Materials, Secondary School Curriculum, State Standards

Identifiers—California

The teacher who understands the importance of energy is often faced with the challenge of incorporating it into an already crowded curriculum. This compendium provides a resource for quality lesson plans and support materials at the elementary, middle, and high school levels. The materials were evaluated for their ability to meet the educational standards of the Science Framework for California public schools and for their ability to prepare students for the future. Out of an initial 45 evaluated materials, 28 received an overall grade of B- or better and have full entries. Entire activities were included for the four best materials. Other materials

and the evaluation criteria are listed separately. Both descriptive and evaluative information about each piece of teaching material is provided. Information gained from the evaluation is summarized in a curriculum rating guide that addresses teaching and learning qualities, presentation and organization, general content, and specific energy content. Comments from evaluating teachers are also included along with basic ordering information. A summary of significant findings provides information for new curriculum development. Contains a project overview and conceptual matrices for environmental and energy education. A list of energy curricula evaluated but not included and energy curricula not evaluated conclude the compendium. (LZ)

**ED 381 345** SE 056 001

Koenig, Herbert G. Fairbanks, Eugene R. Environment, Events, Assessment, Response. [Student Textbook and] Teacher Supplement.

Report No.—ISBN-0-935487-00-X; ISBN-0-935487-51-4

Pub Date—93

Note—383p.

Available from—N & N Publishing Company, Inc., 18 Montgomery Street, Middletown, NY 10940 (paperback: ISBN-0-935487-50-6; clothbound: ISBN-0-935487-51-4; teacher supplement: ISBN-0-935487-00-X).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Air Pollution, Cooperative Learning, Endangered Species, Environmental Education, Evaluation Methods, \*Global Education, Global Warming, Hazardous Materials, High Schools, Intermediate Grades, Junior High Schools, Learning Activities, Middle Schools, \*Natural Resources, Pollution, Student Projects, Teaching Methods, Waste Disposal, Water Pollution

Identifiers—Environmental Health, Environmental Impact, \*Environmental Issues, Environmental Policy, \*Environmental Problems, Habitat Destruction, Ozone Depletion, Performance Based Evaluation, Resource Depletion

This student textbook and accompanying teacher supplement strive to provide objective instruction in global environmental issues. Twenty-six study units present facts, opinions, and consequences of environmental issues, as well as responses which have been, and could be, made to the environmental issues. Each unit is introduced by a newspaper headline and contains: (1) discussion and background information on a specific environmental issue; (2) open-ended questions intended to encourage further study and understanding; (3) activities that can be done in the classroom or home environment; and (4) references to related careers, organizations, source citations, suggested readings, and viewings. Appendices provide a listing of Canadian, U.S. federal, U.S. state, and private sector environmental organizations; an historical listing of environmental laws; a glossary, and an index. A teacher supplement provides: (1) teaching frameworks; (2) answers to open-ended questions; (3) listings of both printed and audio-visual supplementary materials; (4) background on performance-based learning, portfolios, and cooperative project assessment; (5) procedural recommendations for 11 project assessments; (6) a two-stage approach to research report evaluation; (7) 12 projects and assessments; and (8) reproducible student assessment masters that detail task, procedure, and evaluation rubric. (LZ)

**ED 381 346** SE 056 003

McDaniel, Rick. Comp. Petrie, Jim. Comp.

**A Two Way Approach to Understanding: Issues in Global Education. Second Edition.**

Pub Date—[92]

Note—189p; Joint effort of the International Department of the Fredericton YM-YWCA and the New Brunswick Teachers' Association.

Available from—New Brunswick Global Education Centre, P.O. Box 752, Fredericton, New Brunswick, E3B 5R6 Canada (\$14.95).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

**Document Not Available from EDRS.**

Descriptors—Economic Development, Environmental Education, Foreign Countries, \*Global Education, High Schools, Intermediate Grades, International Education, Junior High Schools, \*Learning Activities, Middle Schools

Identifiers—\*Development Education, Issue Centered Education, \*Issues Approach

By focusing on issues, global education provides students with a better understanding of the country and the world in which they live. The issues approach stresses that global education is a two-way approach to understanding: it is both a way of teaching and a way of learning. This book provides resources for the teacher who has decided to teach development by the issues method. Activities presented range in grade level appropriateness from grade 4-12. An introduction discusses effective global education and development education. Fifty-seven activities focus on differences that exist in wealth and power between nations; assumptions about development; ways in which other cultures are "interpreted;" trading relationships between North and South; poverty and population; refugees and migrants; aid; food; water; literacy; environment; and women. An appendix provides 15 international games. Contains 28 references. (LZ)

**ED 381 347** SE 056 015

**Personal Development through Environmental and Outdoor Education. A Resource to Supplement Alberta Education's Junior High School Environmental and Outdoor Education Course of Studies.**

Calgary Board of Education (Alberta).

Pub Date—Sep 93

Note—70p.

Available from—Calgary Board of Education, Curriculum Resources and Services, 3610 - 9th Street S.E., Calgary, Alberta (Canada) (\$19).

Pub Type—Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—\*Environmental Education, Foreign Countries, \*Individual Development, Junior High Schools, \*Learning Activities, Middle Schools, \*Outdoor Education, Program Descriptions, \*Program Implementation

Identifiers—\*Alberta, Environmental Education Programs

This resource booklet is designed to facilitate the teaching of personal development, an important part of an integrated program of outdoor pursuits, environmental education and personal and group development. Section I examines a history of the Alberta Environmental and Outdoor Education Course of Studies and course philosophy. Resources are provided for planning and organizing implementation of the program in schools. Topics discussed include tailoring the program; scope, sequence, quality, and balance; program balance; approaches to teaching; and management details. Section II outlines personal and group development goals, and presents activities for personal development. These activities pertain to journal keeping; interviewing; listening; setting realistic goals; speaking and conversation; reflection, solitude and solos; decision making; first-aid; and fine arts. (LZ)

**ED 381 348** SE 056 020

Silver, Edward A. Burkett, Mary Lee

**The Posing of Division Problems by Preservice Elementary School Teachers: Conceptual Knowledge and Contextual Connections.**

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—May 94

Contract—NSF-MDR-8850580

Note—32p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Arithmetic, \*Division, Elementary Education, \*Elementary School Teachers, Higher Education, \*Mathematics Instruction, Preservice Teacher Education, \*Questioning Techniques

Identifiers—Mathematics Education Research, \*Preservice Teachers, Problem Posing, Situated Learning, \*Subject Content Knowledge

Previous research has suggested that many elementary school teachers have a firmer understanding of addition and subtraction concepts than they have of more complex topics in elementary mathematics, such as division. In this study, (n=24) prospective elementary teachers' understanding of aspects of division involving remainders was explored by examining the problems they posed. The teachers' responses revealed a clear preference for posing problems associated with real world contexts, suggesting that the term "story problem" had that particular meaning for this group. Although the vast majority of problems were situated in contexts, the problems and solutions frequently did not repre-

sent a solid connection between the mathematical and situational aspects of the problem. About two-thirds of the subjects spontaneously posed problems and proposed solutions that reflected their understanding of the relationship between the given computation and at least one member of its family of associated computations. For 20 posed problems, almost all of which were partitive division situations, subjects failed to specify the need for equal-sized groups or the number of items per group in the division situation being posed. The findings were that, although some aspects of division, such as its connection to different types of problem situations and its relationship to multiplication, were fairly well understood by most of the subjects in this study, limited or flawed understanding was also noted in many different areas. The document contains examples of the question sheets used in the study and examples of posed problems. (Contains 14 references.) (MKR)

**ED 381 349** SE 056 044

**EAGLE: Earth Action Guardian Leadership Experiences.**

Indiana State Dept. of Education, Indianapolis. Center for School Improvement and Performance.

Pub Date—[94]

Note—65p.

Pub Type—Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Class Activities, \*Conservation (Environment), Educational Resources, Elementary Education, Elementary Schools, Environmental Education, Group Activities, High Schools, Middle Schools, \*Program Descriptions, \*Program Development, School Activities, \*Student Projects

Identifiers—\*Environmental Education Programs, \*Indiana State Department of Education

This publication shares ideas, exemplary programs, resources, and schools involved in the 1993-1994 EARTH FOREVER program sponsored by the Indiana Department of Education. Educators and students are challenged to plan activities and develop similar Earth Action Guardian Leadership Experiences (EAGLE) programs. Sixteen elementary, middle, and high school programs are profiled. Twenty-three projects are suggested for schools that are developing programs. Twenty-eight organizations that produce environmental education materials are listed. Sierra Club Resources including slide shows, videocassettes (VHS), filmstrips, and films are provided in a separate annotated bibliography. A list of Amos W. Butler Audubon Society resources includes 12 videotapes, and video reservation information. The publication also contains a list of program sponsors, the "EAGLE Pledge," and several inspirational poems. (LZ)

**ED 381 350** SE 056 047

Jaworski, Barbara

**Investigating Mathematics Teaching: A Constructivist Enquiry. Studies in Mathematics Education Series: 5.**

Report No.—ISBN-0-7507-0373-3

Pub Date—94

Note—250p.; Part 5 of Studies in Mathematics Education Series

Available from—Falmer Press, Taylor & Francis Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007.

Pub Type—Books (010) - Reports - Research (143) - Opinion Papers (120)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Case Studies, \*Constructivism (Learning), Elementary Secondary Education, \*Ethnography, Foreign Countries, \*Mathematics Instruction, \*Mathematics Teachers, Models, \*Research Methodology

Identifiers—\*Mathematics Education Research, Social Constructivism, \*Teacher Researcher Relationship

This book is about mathematics, teaching and learning and how these are affected by a constructivist philosophy. Chapter 1 presents background to the study of an investigative approach to mathematics teaching. Chapter 2 provides an account of constructivism as a philosophy of knowledge and learning and includes a rationale for both radical and social constructivism and relationships between constructivism and knowledge, communication, and the classroom. Chapter 3 presents the author's early thinking about an investigative approach to

mathematics teaching. Chapter 4 examines the choice of an ethnographic approach to research through participant observation and informal interviewing and also examines issues that arise from an interpretivist analysis. Chapters 6, 7, and 9 are case studies detailing a characterization of the teaching and thinking of three teachers and the development of theory through analysis of observations. Included is a descriptive model, the Teaching Triad, which arose from the categorization of data. Chapters 5 and 8 offer interludes of research reflections. Chapter 10 presents a synthesis of general concepts in terms of characteristics of an investigative approach and tensions that it raises for teachers in its classroom implementation. Chapter 11 offers a characterization of the teacher-researcher relationship which includes a descriptive model for reflective practice. Finally, Chapter 12 reexamines the relevance of constructivism to research outcomes in light of questions about the adequacy of radical constructivism to explain the complexities of classroom interaction. Each chapter contains notes. (Contains 221 references.) (MKR)

**ED 381 351** SE 056 048

Ernest, Paul

**The Philosophy of Mathematics Education. Studies in Mathematics Education Series: 1.**

Report No.—ISBN-1-85000-667-9

Pub Date—93

Note—341p.

Available from—Falmer Press, Taylor & Francis Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007 (cloth: ISBN-1-85000-666-0; paperback: ISBN-1-85000-667-9).

Pub Type—Books (010) - Opinion Papers (120)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—Elementary Secondary Education, Foreign Countries, Learning Theories, \*Mathematics, \*Mathematics Education, \*Mathematics Instruction, \*Philosophy

Identifiers—\*Social Constructivism

This book discusses both the philosophy of mathematics and of mathematics education. The first part is a critique of existing approaches and a new philosophy of mathematics. Chapters include: (1) "A Critique of Absolutist Philosophies of Mathematics," (2) "The Philosophy of Mathematics Reconceptualized," (3) "Social Constructivism as a Philosophy of Mathematics," (4) "Social Constructivism and Subjective Knowledge," and (5) "The Parallels of Social Constructivism." The second part of the book explores the philosophy of mathematics education and shows that many aspects of mathematics education rest on underlying, usually implicit, philosophical assumptions. Making these assumptions explicit puts a critical tool into the hands of teachers and researchers. Chapters in this section are: (6) "Aims and Ideologies of Mathematics Education," (7) "Groups with Utilitarian Ideologies," (8) "Groups with Purist Ideologies," (9) "The Social Change Ideology of the Public Educators," (10) "Critical Review of Cockcroft and the National Curriculum," (11) "Hierarchy in Mathematics, Learning, Ability and Society," (12) "Mathematics, Values and Equal Opportunities," and (13) "Investigation, Problem Solving and Pedagogy." Each chapter contains notes. (Contains 654 references.) (MKR)

**ED 381 352** SE 056 049

von Glasersfeld, Ernst

**Radical Constructivism: A Way of Knowing and Learning. Studies in Mathematics Education Series: 6.**

Report No.—ISBN-0-7507-0387-3

Pub Date—95

Note—231p.

Available from—Falmer Press, Taylor & Francis Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007.

Pub Type—Books (010) - Opinion Papers (120)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—\*Concept Formation, \*Constructivism (Learning), Elementary Secondary Education, Foreign Countries, \*History, Language Role, \*Mathematics Education

Identifiers—\*Piaget (Jean), Radical Constructivism

This book gives a definitive theoretical account of radical constructivism, a theory of knowing that provides a pragmatic approach to questions about reality, truth, language and human understanding. The chapter are: (1) "Growing up Constructivist: Languages and Thoughtful People," (2) "Unpopular Philosophical Ideas: A History in Quotations," (3) "Piaget's Constructivist Theory of Knowing," (4) "The Construction of Concepts," (5) "Reflection

and Abstraction," (6) "Constructing Agents: The Self and Others," (7) "On Language, Meaning, and Communication," (8) "The Cybernetic Connection," (9) "Units, Plurality and Number," and (10) "To Encourage Students' Conceptual Constructing." Each chapter contains notes. (Contains 218 references.) (MKR)

**ED 381 353** SE 056 050

Wray, Thomas K.

**Chemical Demonstrations: The Chem Demo Book. A Guide To Fun, Safe & Exciting Chemical Demonstrations. Second Edition.**

Professional Environmental Trainers Association, Perrysburg, OH.

Pub Date—94

Note—68p.; For a related document, see SE 056 051.

Available from—Professional Environmental Trainers Association, 1915 Indian Wood Circle, Suite 1, Maumee, OH 43537 (\$50).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Chemistry, \*Demonstrations (Science), Environmental Education, \*Hazardous Materials, \*Physical Characteristics, Physics, Safety Education, Science Education, Secondary Education

Chemical demonstrations can and do enhance an otherwise potentially dull subjects—the properties of hazardous materials. This book contains the recipes for presenting several chemical demonstrations. Demonstrations are designed to be relatively easy to perform and present minimal hazards if done properly. The book contains an introduction, safety instructions, demonstrations, and a supplier list. The demonstrations are divided into the following areas: corrosive materials (5 demos), flammable materials (8 demos), oxidizing agents (2 demos), and physical properties (3 demos). Four materials suppliers are listed. (LZ)

**ED 381 354** SE 056 051

Wray, Thomas K. Enholm, Eric J.

**Hazardous Materials Chemistry for the Non-Chemist. Second Edition.**

Professional Environmental Trainers Association, Perrysburg, OH.

Pub Date—Jan 94

Note—126p.; For a related document, see SE 056 050.

Available from—Professional Environmental Trainers Association, 1915 Indian Wood Circle, Suite 1, Maumee, OH 43537 (\$40).

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Chemistry, \*Hazardous Materials, Instructional Materials, Laboratory Safety, Safety Education, School Safety, Science Education, Scientific Concepts, Secondary Education, Textbooks, Vocabulary

This book provides a basic introduction for the student to hazardous materials chemistry. Coverage of chemistry, rather than non-chemical hazards, is particularly stressed on a level which the layman can understand. Basic terminology is emphasized at all levels, as are simple chemistry symbols, in order to provide the student with an introductory knowledge of the language of hazardous materials. Seventeen chapters cover: (1) an introduction to chemistry, atoms, elements, and the periodic table; (2) bonding in molecules and an introduction to inorganic chemistry; (3) an introduction to organic chemistry; (4) alkenes and alkynes; (5) alcohols; (6) ethers; (7) an introduction to the carbonyl functional group; (8) ketones and aldehydes; (9) carboxylic acids, esters, and amides; (10) nitriles and amines; (11) aromatic compounds; (12) flammable materials; (13) physical/chemical properties; (14) compressed gases; (15) corrosive materials; (16) two additional EPA hazard characteristics; and (17) toxicological properties. Department of Transportation definitions and classes of hazardous materials are appended. (LZ)

**ED 381 355** SE 056 053

Isak, Dina, Ed. Chia, Siu Yoon, Ed.

**Abstracts of Presented Papers [at the] NARST Annual Meeting (67, Anaheim, CA, March 26-29, 1994).**

National Association for Research in Science Teaching.

Pub Date—Mar 94

Note—175p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Educational Research, Educational Technology, Elementary Secondary Education, Evaluation Methods, Foreign Countries, Higher Education, Middle Schools, Science Education History, \*Science Instruction, Science Teachers, Sex Fairness, Teacher Education, Teaching Methods.

Included in this publication are abstracts of papers presented at a meeting on science teaching. Also included are: an index of authors and the sessions in which they presented papers, a strand index listing sessions that pertain to that strand, and an address list of all the authors. Strands include alternative assessment; approaches to research; curriculum; gender equity; history, philosophy, and epistemology; international; use of technology; science teaching and learning; and teacher education. Science teaching and learning subcomponents include agricultural sciences, biology, chemistry, Earth science, elementary school, environmental, general, interdisciplinary, nursing sciences, physical science, physics, and special education. Teacher education subcomponents include inservice, inservice and preservice, and preservice categories for elementary school, general, high school, middle school, and university/college levels. (LZ)

ED 381 356

SE 056 055

Jackson, David F.

**Two Cases of Implementing STS Activities in the Context of a Traditional Middle School Life Science Curriculum: Same Rules, Different Games.**

Pub Date—Apr 93

Note—13p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (66th, Atlanta, GA, April 1993).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Biological Sciences, Grade 7, \*Instructional Improvement, Junior High Schools, Middle Schools, \*Outcomes of Education, \*Science Activities, \*Science and Society, \*Science Curriculum, Science Education, \*Technology.

Two classroom case studies are used to investigate common concerns about the use and value of Science-Technology-Society (STS) themes as curriculum organizers. The author discusses the fear that a focus on STS may de-emphasize science concept learning in the overall curriculum, and suggests that this may be appropriate at the middle school level. The efforts and commentary of two teachers of seventh grade life science at different middle schools in the same large suburban district are compared and contrasted. Each teacher is constrained by conservative curriculum guidelines. One teacher chooses to adhere to the guidelines and implement STS activities in an ad hoc manner, while the other conducts a student-centered interactive STS activity. Excerpts from class discussions are provided. It is concluded that the STS activity did not result in open and critical thinking on the part of the students but rather gave students a low-level factual expertise. The author suggests that teachers should be conscious of making value judgments about their curriculum, rather than uncritically accepting broader claims for the value of STS organizers in addressing a wide variety of science learning objectives. (LZ)

ED 381 357

SE 056 056

Lilburn, Pat Rawson, Pam

**Let's Talk Math: Encouraging Children To Explore Ideas.**

Report No.—ISBN-0-435-08348-1

Pub Date—94

Note—106p.

Available from—Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 (\$15).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—\*Arithmetic, \*Communication (Thought Transfer), Elementary Education, \*Elementary School Mathematics, Intermediate Grades, Learning Activities, \*Mathematics Instruction, Worksheets.

Identifiers—\*Mathematical Communication, Mathematics Activities.

This book presents mathematics activities to help children talk and write mathematically. Children are encouraged to talk about and share their ideas, to use everyday language to describe mathematical

situations, and to restate problems in their own words. There are two sections in this book. Part 1 discusses the following issues and implications for classroom organization and planning: meaningful contexts for learning, understanding, language, planning, time, classroom environment, the teacher's role, classroom management, grouping, and evaluation. Part 2 introduces 40 activities and describes successful teaching approaches for each one. Mathematics content areas covered are: counting, place value, operations, fractions and decimals, pattern and order, length, perimeter, area, volume, mass, money, time, visual representation, chance, and space. The book also includes reproducible student worksheets. (MKR)

ED 381 358

SE 056 057

**Comprehensive Plan for Environmental Education.**

Arizona State Dept. of Education, Phoenix.

Pub Date—Jan 92

Note—74p; Prepared by the Governor's Task Force on Environmental Education.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Educational Change, \*Educational Objectives, Elementary Secondary Education, \*Environmental Education, \*Master Plans, State Legislation, \*State Programs, \*Statewide Planning.

Identifiers—\*Arizona Environmental Education Act 1990.

This report presents five goals and 14 objectives which will begin the process of accomplishing the legislative intent of the Arizona Environmental Education Act (HB 2675) of June 6, 1990 to integrate environmental education throughout the educational system and public education programs in Arizona. To accomplish the objectives, the report presents 92 recommended actions to be taken. A Goal Referenced Planning Model was chosen as the foundation for the comprehensive plan. The report identifies the primary goals of environmental education in Arizona which include: (1) each individual should have a basic understanding of the environmental sciences; (2) each individual should understand the interrelationships between human actions and the environment; (3) environmental education should be integrated into all school curriculums; (4) diverse environmental education opportunities should be available to the general public; and (5) environmental education in Arizona should be a cooperative venture, coordinated at all levels within the state and with national and international networks. Appendices include House Bill 2675, Senate Bill 1176, the Arizona Framework for Environmental Literacy established in 1991, the Tiblisi Declaration, and a synopsis of the National Environmental Education Act. (LZ)

ED 381 359

SE 056 058

**Science: Ohio's Model Competency-Based Program. Scientific Literacy for the 21st Century.**

Ohio State Dept. of Education, Columbus.

Pub Date—Dec 94

Note—151p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Competency Based Education, \*Curriculum Development, Educational Objectives, Elementary Secondary Education, Models, Program Development, \*School Districts, \*Science Curriculum, Science Education, \*Science Programs.

Identifiers—\*Ohio

Ohio's Model Competency-Based Science Program is designed to provide direction for school districts in developing local competency-based science education programs. This guidebook provides direction for those responsible for developing district science programs. Section 1 is an introduction to competency-based education that covers the spirit and intent of the Model, and components of a local science program. Section 2 concerns the philosophy and goals of the Model. Section 3 focuses on developing a school science program and covers developing a scope and sequence framework, applying topics and units to the framework, developing grade-level instructional objectives, and developing performance objectives. Section 4 examines science instructional and performance objectives in grades pre-K through 12, and contains sample instructional objectives by strand and sample performance objectives. Section 5 looks at assessment and intervention services. The appendices cover learning episodes, science materials and equipment, health and safety issues, science education resources, and sample

learning skills indexes. Contains a glossary and a 73-item bibliography. (LZ)

ED 381 360

SE 056 089

**Improving Science and Mathematics Education: A Toolkit for Professional Developers: Alternative Assessment.**

Northwest Regional Educational Lab., Portland, Oregon.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.

Pub Date—Nov 94

Note—574p; Prepared by the Regional Educational Laboratory Network Program on Science and Mathematics Alternative Assessment.

Available from—Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF02/PC23 Plus Postage.**

Descriptors—\*Constructivism (Learning), Educational Change, Elementary Secondary Education, \*Learning Activities, \*Mathematics Instruction, Science Activities, \*Science Instruction, \*Student Evaluation.

Identifiers—\*Alternative Assessment, Mathematics Activities, \*Reform Efforts.

Since assessment is intimately linked with instruction, it too is changing under the wave of numerous efforts at reforming mathematics and science education. From this new perspective, the learner actively constructs personal meaning from information and experiences by linking new information with his or her pre-existing knowledge and understanding. This document was designed as a professional development resource to assist teachers in deepening their vision of what students need to know and be able to do, and to change the interactions between teachers and students in the classroom. It is a compilation of activities and supportive materials developed not only as an alternative assessment resource, but as a means for engaging teachers in dialogue about changing the ways mathematics and science have traditionally been taught and assessed. The Toolkit contains the following chapters: (1) "Introducing the Toolkit," (2) "Supporting Educational Improvement with Alternative Assessment," (3) "Integrating Assessment with Curriculum and Instruction," (4) "Exploring Design Options for Alternative Assessment," (5) "Evaluating the Quality and Equity of Alternative Assessments," (6) "Using Alternative Assessment in Grading and Reporting," and (7) "Designing Effective Professional Development." Appendices include alternative assessment samples and a resource listing of science and mathematics reform initiatives, agencies, state departments of education and school districts, publishers, print materials, and sources of information on tests. A 53-item annotated list of articles and books concludes the toolkit. (MKR)

ED 381 361

SE 056 093

Racicot, Darlene

**Whale Preservation. Grades Five to Nine.**

Report No.—ISBN-1-55035-246-6

Pub Date—93

Note—98p.

Available from—S & S Learning Materials Ltd., Box 306, Niagara Falls, NY 14302 (Stock No. SSB1-73, \$9.95, U.S.; \$16.95 Canadian).

Pub Type—Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—\*Conservation (Environment), Critical Thinking, Environmental Education, Instructional Materials, \*Interdisciplinary Approach, Intermediate Grades, Junior High Schools, \*Learning Activities, Learning Modules, Middle Schools, Problem Solving, Wildlife Management, \*Zoology.

Identifiers—Dolphins, Porpoises, \*Whales. Dedicated to the conservation and preservation of whales, dolphins, and porpoises through public education, this instructional unit for grades 5-9 provides current (1993) facts, lesson plans, activities, and conservation and preservation techniques. Interdisciplinary activities involve students in debates, critical thinking, research, and investigation of the correlations between history of whaling, whale watching, and pollution. Three sections provide a series of fact sheets and activity sheets. Activity materials are teacher reproducible for use within the purchasing teacher's classroom. Section I contains general facts and activities focusing on the difference between a whale and a fish, feeding habits, family units, whale senses, identification and behavior.

ior, and evolution. Section II includes individual fact sheets and activities for various toothed whales, and baleen whales. Section III provides problem solving fact sheets and activities concerning myths and legends (bibliography provided), migration, captivity, whaling, whale watching, stranding, and the story of three gray whales stranded off the coast of Alaska in 1988. Additional activities incorporate art, games, and language arts. Other materials include a list of eight applicable National Film Board films, a student self-evaluation form, a glossary, and a 48-item bibliography. (LZ)

**ED 381 362** SE 056 094

Camilli, Thomas.  
**Make It Metric.**  
Report No.—ISBN-0-9607366-7-0  
Pub Date—82  
Note—60p.

Available from—Royal Fireworks Printing Co., First Ave., Unionville, NY 10988.  
Pub Type—Guides - Classroom - Teacher (052) — Books (010)

#### Document Not Available from EDRS.

Descriptors—Elementary Education, Junior High Schools, \*Learning Activities, \*Mathematics Instruction, \*Measurement, \*Metric System  
Identifiers—\*Mathematics Activities

Measurement is perhaps the most frequently used form of mathematics. This book presents activities for learning about the metric system designed for upper intermediate and junior high levels. Discussions include: why metrics, history of metrics, changing to a metric world, teaching tips, and formulas. Activities presented are: metrics all around you, vocabulary, think metric, metric liquid measure, metric cube, tape measure, bow calipers, micrometer, diameter gauge, depth gauge, height finder, balance scale, distance/mass converter, pan balance, measuring line, trundle wheel, temperature converter, classroom temperature converter, centimeter grid, calculator cards, recipes, mobius loops, metric boomerang, garbage bag kite, grocery bag kite, giant parachute, hot air balloon, solar hot dog cooker, pop tab metrics, metric mobiles, networking, metric game dice, geodesic domes, hamburger metrics, flip flops, and a final examination. (MKR)

**ED 381 363** SE 056 096

Hackley, Sharon. Hackley, Mike.  
**Environmental Science: Activities with Plants of the Southwest.**

Report No.—ISBN-0-9607366-6-2  
Pub Date—82  
Note—62p.

Available from—Royal Fireworks Printing Co., First Ave., Unionville, NY 10988.  
Pub Type—Guides - Classroom - Teacher (052) — Books (010)

#### Document Not Available from EDRS.

Descriptors—Botany, \*Cooking Instruction, Elementary Secondary Education, Environmental Education, Instructional Materials, \*Learning Activities, \*Plants (Botany), Wildlife  
Identifiers—\*Deserts, Edible Plants, Native Foods, \*United States (Southwest)

In this book for students of all ages, the author introduces unusual recipe ideas for the prickly, odd, and pestiferous plants of the American southwestern desert. Students are involved in cooking activities designed to spark interest in ecology, trigger logical thinking, utilize math skills, and build sound environmental concepts. Care was taken to emphasize respect for the fragile desert habitat and to build an understanding of the need for laws protecting native plants, while challenging students with positive, practical uses for this natural resource. Topics covered include harvesting wild plants, preparing the fruits of various cactuses, cactus conservation, and cooking instructions for prickly pears, nopales, cactails, dandelions, and pickles. The book identifies the nutritional properties of the plants, growing seasons, and long season edible plants. Several poisonous southwestern plants are covered. Resources include sources of seeds, and books that cover identifying wild edible and poisonous desert plants, recipes for wild plants, and growing wild plants. Pages are teacher reproducible. (LZ)

**ED 381 364** SE 056 103

Aquatic Critters. Lake James State Park, An Environmental Education Learning Experience, Designed for Grades 2-4.  
North Carolina State Dept. of Environment, Health, and Natural Resources, Raleigh. Div. of Parks and Recreation.

Pub Date—Oct 94

Note—61p.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Education, Environmental Education, Experiential Learning, \*Field Trips, Interdisciplinary Approach, \*Outdoor Activities, Outdoor Education  
Identifiers—\*Aquatic Life, Aquatic Organisms, Biological Diversity, Environmental Awareness, Hands On Experience, \*North Carolina, State Parks, Stewardship

This activity packet, designed for elementary grades 2-4, provides educators with a series of hands-on interdisciplinary classroom and outdoor education activities that focus on aquatic life at Lake James State Park, North Carolina. The packet was designed to meet established curriculum objectives of the North Carolina Department of Public Instruction's Standard Course of Study. Three types of activities are included: (1) pre-visit classroom activities provide background and vocabulary development; (2) on-site activities conducted at the park; and (3) post-visit classroom activities to reinforce concepts, skills, and vocabulary. This learning experience exposes students to the major concepts of aquatic animals, aquatic animal diversity, environmental awareness, and stewardship of natural resources. The packet contains an introduction to Lake James State Park; an activity summary; pre-visit, on-site, and post-visit activity objectives and instructions; a glossary; a list of 27 references; a scheduling worksheet, program evaluation, and a parental permission form. (LZ)

**ED 381 365** SE 056 109

Lupkowski, Ann E. Assouline, Susan G.  
Jane and Johnny Love Math: Recognizing and Encouraging Mathematical Talent in Elementary Students; A Guidebook for Educators and Parents.

Report No.—ISBN-0-89824-539-7

Pub Date—92

Note—193p.

Available from—Royal Fireworks Press, First Avenue, Unionville, NY 10988 (\$9.99).  
Pub Type—Books (010) — Guides - Non-Classroom (055)

#### Document Not Available from EDRS.

Descriptors—Case Studies, \*Diagnostic Tests, Elementary Education, \*Elementary School Mathematics, \*Gifted, \*Mathematics Instruction, Mathematics Materials, \*Parent Participation, Student Evaluation, Teaching Methods  
Identifiers—Study of Mathematically Precocious Youth

This book is a guide for parents and teachers of mathematically talented elementary school students. Chapters and sections include: (1) "Overview"; (2) "Historical and Current Perspectives"; (3) "Making Informed Educational Decisions"; (4) "Diagnostic Testing Followed by Prescriptive Instruction: SMPY's DT to PI Model"; (5) "Mathematics Curriculum and Materials"; (6) "Case Studies of Talented Youths"; (7) "Guidelines for a Useful Educational Assessment"; and (8) "Long-Term Planning." Appendices include: "Forms to Aid Educators and Parents," "Mathematical Olympiads for Elementary Schools," "The Constructivist Approach to Educating Mathematically Talented Students," and "Programs and Resources." (Contains 90 references.) (MKR)

**ED 381 366** SE 056 110

Tourtillot, Leann.  
**Conserve & Renew. An Energy Education Activity Package for Grades 4-6.**

Sonoma State Univ., Rohnert Park, CA.

Pub Date—May 90

Note—160p; Funded in part through a California Energy Extension Service Grant from the U.S. Department of Energy.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Cooperative Learning, Critical Thinking, \*Energy Conservation, \*Energy Education, Environmental Education, Interdisciplinary Approach, Intermediate Grades, \*Learning Activities, Natural Resources, Problem Solving, Recycling, Waste Disposal  
Identifiers—Environmental Ethic

This teaching guide contains a collection of energy education activities written and organized so that they might be used either as a unit on energy, or as individual activities to complement existing curricula in grades 4-6. The focus is on conservation

and renewables. Most of 23 activities are designed as cooperative learning experiences and are interdisciplinary problem-solving and critical thinking exercises. Activity sections include: (1) "What is Energy?"; (2) "Renewable or Nonrenewable?"; (3) "Net Energy?"; (4) "Energy Conservation?"; (5) "Recycling?"; and (6) "Ethics." The guide contains a glossary and an annotated bibliography of 33 resources. (LZ)

**ED 381 367** SE 056 114

Williams, Doug.  
**Teaching Mathematics through Children's Art.**

Report No.—ISBN-0-435-08368-6

Pub Date—95

Note—116p.

Available from—Heinemann, 361 Hanover St., Portsmouth, NH 03801-3912 (\$15).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

#### Document Not Available from EDRS.

Descriptors—\*Art Activities, Art Education, Concept Formation, Elementary Education, Integrated Activities, \*Mathematical Concepts, Mathematics Instruction, Process Education  
Identifiers—\*Mathematics Activities

Both good art teaching and good mathematics teaching are based on shared language, problem solving, and planned experiences with many materials to develop concepts and practice skills. This book provides a framework of activities by year level that integrate mathematics and art to enrich the elementary classroom. Each activity lists mathematics and art concepts and skills, equipment needed, and the steps for carrying out the activity. The art concepts used throughout the book are line, shape, color, pattern, and texture; the art skills are awareness, change, contrast, decoration, quality, and special effects. The mathematics concepts are collections or sets, relations, number, pattern, space, and time; the mathematics skills are sorting and classifying, counting, operations, measuring, symbolizing, and representing. (MKR)

**ED 381 368** SE 056 115

Kleiman, Glenn. Zweig, Karen.  
**Chance Encounters: Probability in Games and Simulations. Seeing and Thinking Mathematically in the Middle Grades.**

Education Development Center, Inc., Cambridge, Mass.

Spons Agency—National Science Foundation, Arlington, VA.

Report No.—ISBN-0-435-08351-1

Pub Date—95

Contract—NSF-9054677

Note—235p; For related documents, see SE 055 609 and SE 056 116.

Available from—Heinemann, 361 Hanover St., Portsmouth, NH 03801-3912 (\$32.50).

Language—English; Spanish

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

#### Document Not Available from EDRS.

Descriptors—\*Games, Intermediate Grades, Junior High Schools, \*Mathematical Models, Mathematics Instruction, Mathematics Materials, Middle Schools, \*Probability  
Identifiers—Hands On Experience, \*Mathematics Activities

With the Seeing and Thinking Mathematically materials, students learn mathematics by doing mathematics, by using and connecting mathematical ideas, and by actively constructing their own understandings. In this unit students learn to see probability through a mathematical lens by exploring and creating games and simulations and by applying the concept of probability to events from their own lives. In Section 1, "Introduction to Chance," students conduct probability experiments to analyze a variety of games played with coins and number cubes, explore the variability of results, and describe and rank the likelihood of real-world events. Other sections include: Section 2, "Spinner Games: Multiple Representations of Probability"; Section 3, "Fair and Unfair Games"; and Section 4, "Simulations: Using Probability to Model Real-World Events." In a final project, students design their own simulation of an activity of their choice. Appendices include writing activities, sample student projects, and reproducible blackline masters in both Spanish and English. A schedule of lessons, instructions for teaching the lessons, a description of computer software, a list of materials to obtain, and suggestions for assessing students' progress are also included. (Contains 7 references.) (MKR)

ED 381 369 SE 056 116

Kleiman, Glenn. *Designing Spaces: Visualizing, Planning, and Building, Seeing and Thinking Mathematically in the Middle Grades.*

Education Development Center, Inc., Cambridge, Mass.

Spons Agency—National Science Foundation, Arlington, VA.

Report No.—ISBN-0-435-08350-3

Pub Date—95

Contract—NSF-90-54677

Note—213p.; For related documents, see SE 055 609 and SE 056 115.

Available from—Heinemann, 361 Hanover St., Portsmouth, NH 03801-3912 (\$35).

Language—English; Spanish

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Activity Units, \*Architecture, \*Building Design, \*Geometry, Intermediate Grades, Junior High Schools, \*Mathematical Applications, Mathematics Curriculum, \*Mathematics Instruction, \*Measurement, Middle Schools, Identifiers—Mathematics Activities

In this unit of the Seeing and Thinking Mathematically series, students use geometry to analyze buildings from around the world, design and build their own house models, create plans for their designs, and build from each other's plans. Students start out the unit building with cubes and later move to other geometric shapes. As they learn to represent these three-dimensional structures with two-dimensional drawings and with words, students gain mathematical knowledge and proficiency. In the final activity students begin with flat geometric shapes and build a model house for one of two climates: a hot, rainy climate or a cold, snowy climate. The sections of the book are: "Visualizing and Representing Cube Structures," "Describing Properties and Functions of Shapes," and "Visualizing and Representing Polygons and Polyhedra." Appendices include: designing homes for different climates, a scoring rubric, sample final projects, shape templates, and reproducible blackline masters in both Spanish and English. Mathematical themes encountered are: multiple representations of shapes and structures, visualization, properties and components of shapes, and communication. A unit overview discusses shorter routes through the unit, necessary materials, computer possibilities, and student assessment. (Contains 14 references.) (MKR)

ED 381 370 SE 056 117

Washington, Mary Ford. *Real Life Math Mysteries: A Kids' Answer to the Question, "What Will We Ever Use This For?"*

Report No.—ISBN-1-882664-14-0

Pub Date—95

Note—104p.

Available from—Prufrock Press, P.O. Box 8813, Waco, TX 76714-8813.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Arithmetic, Diagrams, \*Elementary School Mathematics, Elementary Secondary Education, \*Mathematical Applications, \*Mathematics Instruction, \*Secondary School Mathematics, \*Word Problems (Mathematics), Identifiers—NCTM Curriculum and Evaluation Standards, Situated Learning

This book contains real-life mathematics problems and is designed to conform to the National Council of Teachers of Mathematics' (NCTM) goals as outlined in the NCTM Curriculum and Evaluation Standards for School Mathematics. The problems come from each person's day-to-day experiences in their careers. Persons from various careers represented are as follows: banker, landscaper, veterinarian, administrator, pizza restaurant manager, lawyer, farmer, Tackwonder instructor, auto repair shop owner, travel agent, truck driver, horse stable owner, contractor, police detective, disc jockey, zoo keeper, electrician, fireman, fitness program director, newspaper editor, engineer, sporting goods specialist, recycling representative, archaeologist, nurse, airplane pilot, mayor, and writer. A solution key for the problems is included. (MKR)

ED 381 371 SE 056 119

Sevilla, Jennifer Marsh, David D. *Inquiry-Oriented Science Programs: New Perspectives on the Implementation Process.*

RIE AUG 1995

Pub Date—Apr 92

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, Elementary School Teachers, \*Inquiry, Longitudinal Studies, \*Program Implementation, Science Curriculum, Science Education, \*Science Programs, Identifiers—Hands On Science, \*Project SEED, \*Teacher Concerns Model

The purpose of this study is to examine patterns of implementation of an inquiry-oriented science program for elementary school students. Project SEED (Science for Early Education Development) is a hands-on science education program for elementary school students in grades kindergarten through 5th. Teachers in 20 elementary schools in Pasadena Unified School District (California) who are using Project SEED kits in their classrooms were part of a longitudinal study. The Concerns Based Adoption Model (CBAM) was used to assess the implementation process at the individual teacher level. Teachers were found to reach fairly advanced concerns, as portrayed by a Stages of Concern instrument, early in their implementation efforts while actual use focused on solving mechanical problems such as time management and ways to help students "finish" the lesson. In addition, teachers were shown to have implemented the less demanding aspects of inquiry-oriented science programs while the more demanding aspects remained to be implemented. The paper discusses how teachers can come to use Project SEED or other inquiry-oriented science programs which place a greater emphasis on the conceptual and process of science outcomes. (LZ)

ED 381 372 SE 056 120

*Sustainable Agriculture in Print: Current Books.*

Special Reference Briefs: SRB 95-02.

National Agricultural Library, Beltsville, MD.

Report No.—ISSN-1052-536X

Pub Date—Mar 95

Note—33p.; Updates SRB 94-06.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Agricultural Production, \*Agriculture, Agronomy, Annotated Bibliographies, Books, Developed Nations, Developing Nations, Economic Development, \*Environment, Environmental Education, Field Crops, Forestry, Livestock, Soil Science, \*Sustainable Development

Identifiers—Conservation Farming, Gardening, Organic Farming

Prepared by the Alternative Farming Systems Information Center (AFSIC) staff and volunteers, this annotated bibliography provides a list of 85 recently published books pertaining to sustainable agriculture. AFSIC focuses on alternative farming systems (e.g., sustainable, low-input, regenerative, biodynamic, and organic) that maintain agricultural productivity and profitability while protecting natural resources. When combined with AFSIC's earlier publication, "Tracing the Evolution of Organic/Sustainable Agriculture: A Selected and Annotated Bibliography," these titles provide bibliographic coverage of sustainable agriculture literature from 1580 to 1994. Information provided includes title, author, publisher, National Agricultural Library number, and annotation. (LZ)

ED 381 373 SE 056 121

*Organic Production: Recent Publications and Current Information Sources. Special Reference Briefs: SRB 95-01.*

National Agricultural Library, Beltsville, MD.

Report No.—ISSN-1052-536X

Pub Date—Mar 95

Note—23p.

Pub Type—Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Production, Agriculture, \*Certification, \*Economics, Educational Resources, Environment, Environmental Education, \*Marketing, \*Pests, \*Soil Science, Sustainable Development

Identifiers—Conservation Farming, Gardening, \*Organic Farming

The activities of the National Organic Standards

Board, coupled with the movement towards "sustainable systems" and continued consumer support for organic foods, have made farming organically an increasingly viable alternative for many U.S. farmers. This list of resources is provided to accommodate increasing requests for information on organic farming. Most publications listed are available through local public or university libraries, some are available electronically. Listed are 12 national directories and guides, 9 overviews, 10 government policies and certification handbooks, 35 soil and crop management sources, 11 pest management publications, 11 livestock management references, 10 economics and marketing sources, 17 journals and newsletters, 8 electronic resources, and 10 other information sources. (LZ)

ED 381 374 SE 056 123

*Optical Science and Engineering. New Directions and Opportunities in Research and Education. NSF Workshop (Arlington, VA, May 23-24, 1994).*

National Science Foundation, Arlington, VA.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-95-34

Pub Date—May 94

Note—33p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Engineering, Futures (of Society), Innovation, \*Interdisciplinary Approach, \*Optics, Physics, \*Research Needs, \*Research Opportunities, Science Education

Identifiers—\*National Science Foundation

The National Science Foundation (NSF) workshop on Optical Science and Engineering was organized to examine approaches NSF could use to identify opportunities in optical science, engineering, and education that meet both the mission of NSF and its broader national goals. The workshop participants identified opportunities where optical science and engineering research conducted by small interdisciplinary teams of investigators would significantly accelerate progress in areas of interest to the nation including the national information infrastructure, biology and medicine, chemistry and physics, materials processing and manufacturing, and education. This report contains: (1) an executive summary; (2) an introduction to the workshop and its organization; (3) basic findings and recommendations; (4) panel reports (panels include Information and Communication, Biology and Biomedical Engineering, Optical and Photonic Materials and Devices, Fundamental Optical Interactions, Optical Processing and Manufacturing, and Instrumentation and Sensing); and (5) NSF-wide initiative in optical science and engineering. (LZ)

ED 381 375 SE 056 135

Taggart, Raymond F. *Technology and Meteorology. An Action Research Paper.*

Pub Date—94

Note—45p.; Master of Education Research Paper, University of Central Florida.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Action Research, \*Educational Technology, \*Elementary School Students, Grade 6, Intermediate Grades, \*Meteorology, Science Education, Scientific Attitudes, Student Attitudes, Surveys, Teaching Methods

Identifiers—\*Hands On Experience, \*Science Achievement, Science Education Research

Meteorology, the science of weather and weather conditions, has traditionally been taught via textbook and rote demonstration. This study was intended to determine to what degree utilizing technology in the study of meteorology improves students' attitudes towards science and to measure to what extent technology in meteorology increases higher-level thinking skills. Two groups, treatment (n=120) and traditional (n=126), of sixth-grade science students were presented meteorology using differing technologies, activities, and methods. The traditional method of lecture, notes, reading, answering textbook questions, demonstrations, and activities were presented to the traditional group. Instruction and practice using technology was given to the treatment group. Both groups were measured by a chapter test and an attitude survey. The data suggested that technology properly infused in the setting in which it was administered improves attitude and increases understanding. An appendix

contains treatment group lesson plans. Contains 25 references. (MKR)

ED 381 376 SE 056 146

Parsons, Sharon. *And Others*

**The Art of Reflecting in a Two-Way Mirror: A Collaborative Autobiographical Study by Three Science Educators, Working Draft.**

Pub Date—Apr 95

Note—23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Autobiographies, Case Studies, College Faculty, \*Constructivism (Learning), Elementary Secondary Education, \*Feminism, Higher Education, Science Education, \*Science Teachers, \*Teacher Education

Identifiers—Narrative Inquiry, \*Reflective Analysis

Recent research has focused on the use of reflection to examine teaching practices of preservice and inservice teachers. Limited research, however, has been done by university science educators on their own practice. This study involved two university science educators collaboratively participating in such an activity with an inservice teacher. It used narrative inquiry to examine the practice of the three science educators. Specifically, it used one form of narrative inquiry, namely autobiographical analysis. Autobiographical analysis is a useful methodology for self-reflection. In this study, two science educators (a university science educator and a K-12 science teacher) reflected on the influence of constructivism on their practice while the third (a university science educator) reflected on her practice from a feminist perspective. The shared outcome is the recognition of conflicting dilemmas that each experienced in his/her practice. (Author/LZ)

ED 381 377 SE 056 156

**Marketing Energy Patrol: Tips from Arizona Energy Pros.**

Arizona State Dept. of Commerce Energy Office, Phoenix.

Spons Agency—Department of Energy, Washington, D.C.

Pub Date—[92]

Note—16p.

Available from—Department of Commerce Energy Office, 3800 N. Central Ave., Suite 1200, Phoenix, AZ 85012.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Facilities, Elementary Education, \*Energy Conservation, Energy Education, Environmental Education, Program Implementation, School Activities

Identifiers—\*Energy Patrols

This pamphlet contains several ideas that have worked for others and may be helpful in starting a new Energy Patrol school program. The program has four main goals: (1) to teach energy conservation; (2) to reduce energy consumption; (3) to reduce the taxpayer's burden; and (4) to encourage site-based monitoring of energy use. The document contains sections on: (1) generating interest in energy conservation; (2) introducing the program; (3) providing incentives; (4) keeping motivation high; (5) getting school board approval; and (6) tracking results. (LZ)

ED 381 378 SE 056 158

Evans, Wayne H. *And Others*

**Health in the Year 2100: What's Heredity Got To Do with It? Genetics Curriculum for High School Biology Students.**

South Dakota Univ., Rapid City. School of Medicine.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

Pub Date—Aug 94

Contract—MCJ-191002-11

Note—164p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Active Learning, \*American Indian Education, \*Biology, \*Genetics, Group Activities, Health Education, High Schools, High School Students, Lesson Plans, Science Activities, \*Science Curriculum, Science Education

Identifiers—Hands on Science, Native Americans, Plains Indians (Anthropological Label)

This genetics curriculum was conceived to fill the void in the general public's awareness of the importance of heredity and environment in health. The module contains a teacher's manual, student manual, and appendix. Topics are presented in a manner that is intended to be culturally sensitive and meaningful, and to reflect the concerns of the Native American population in the South Dakota region. In the context of traditional Native American beliefs and culture, students learn about the genetics of diabetes, heart disease and alcoholism, the causes of some birth defects, and how lifestyle choices have an impact on individual and community health. Seven lessons present a series of classroom discussions, hands-on experiences, group research projects, and interactions with individuals from the community. The module is designed to promote student participation in the learning process. Direct teaching methods are utilized only when necessary. The teacher's manual presents lessons with the following components: introduction, goal, objectives, materials and advance preparation, directions for conducting the activity, background information, resources, and optional activities. The student manual is teacher reproducible. An appendix contains material highlighting health care issues in the Native American community. (LZ)

ED 381 379 SE 056 168

Solomon, Joan. Ed. Aikenhead, Glen. Ed.

**STS Education: International Perspectives on Reform. Ways of Knowing Science Series.**

Report No.—ISBN-0-8077-3365-2

Pub Date—94

Note—260p.

Available from—Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 (clothbound: ISBN-0-8077-3366-0; paperback: ISBN-0-8077-3365-2).

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—\*Curriculum Design, \*Educational Change, Educational Objectives, Educational Research, \*Science and Society, \*Science Curriculum, Science Education, Secondary Education, \*Technology

This book is a collection of essays about science-technology-society (STS) education for school science that examines new challenges and new questions in the domain of STS education. The book does not employ a purely academic approach found in science studies, yet almost every chapter shows some reflection on the historical, philosophical, or sociological aspects of science and technology. The book is divided into five sections. Part I, "Rationales and Challenges," describes the roots of STS education, clarifying the current debate between supporters of STS and those of traditional science teaching. Part II, "STS in Science Classrooms," examines the pragmatic heart of STS, projects, and programs as they actually exist in classrooms. The content of Part III, "Public Understanding and Cultural Diversity," considers the cultural aspects of science education and argues that STS successfully addresses such problems as the understanding of science by the public in western countries, and the challenge of teaching science in non-Western communities. Part IV has two chapters devoted to "Gender Questions and STS" that analyze the reasons women often feel alienated from existing "valid and neutral" science, and considers gender anomalies and enigmas both inside and outside the classroom. The final section, "Research into STS Education," gives emphasis to research into STS education by reviewing and critically discussing the research itself as well as describing innovations where learning, teaching, and researching form a coherent whole. The work of educational leaders presented includes Joan Solomon and Glen Aikenhead (editors), Peter Fensham, David Layton, Hilary Rose, Herb Thier, Bill Williams, and John Ziman. Contains approximately 550 references. (LZ)

ED 381 380 SE 056 169

Gallas, Karen

**Talking Their Way into Science: Hearing Children's Questions and Theories, Responding with Curricula.**

Report No.—ISBN-0-8077-3435-7

Pub Date—95

Note—117p.

Available from—Teachers College Press, 1234 Am-

sterdam Ave., New York, NY 10027 (clothbound: ISBN-0-8077-3435-5; paperback: ISBN-0-8077-3435-7).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—\*Curriculum Development, \*Discussion (Teaching Technique), Elementary Education, \*Elementary School Science, Elementary School Students, Science Curriculum, \*Science Instruction, Science Teachers, \*Scientific Literacy, Teacher Education

Based on five years of research about "Science Talks," this book provides a window into elementary children's thinking about the world and presents a view of how students build complex theories, identify important questions, and begin to enter the world of science, all within the naturalistic setting of the classroom. It is proposed that classroom science be taught as a particular practice of science in U.S. culture, and presents a description of how a discourse acquisition approach to teaching and learning enables all children and their teachers to engage fully in scientific thought. The content includes the origins of science teaching and "Science Talks"; descriptions of the content, structure, and practice of the child-centered model; and explanations of current understanding of how the teacher's role in this model develops and changes over time including how the model could change science instruction as a whole. Chapter titles include: "What is Science?"; "Anatomy of a Science Talk"; "Theory Building as an Irrational Activity"; "Misconceptions as a Search for Origins"; "Science Talk for Synthesis"; "Building Curriculum from Children's Questions"; and "Teachers as Model, Teacher as Coach." (LZ)

ED 381 381 SE 056 172

Sharp, Laurie. *And Others*

**Short-Term Impact Study of the National Science Foundation's Young Scholars Program.**

Westat, Inc., Rockville, MD.

Spons Agency—National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.

Report No.—NSF-95-50

Pub Date—Dec 94

Contract—SED-92-55369

Note—61p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Black Students, \*Career Choice, College Students, Higher Education, High Schools, High School Students, Junior High Schools, Junior High School Students, Program Effectiveness, \*Program Evaluation, \*Science Careers, Science Education, Science Programs, Sex Differences

Identifiers—\*National Science Foundation, \*Young Scholars Program

This report summarizes the findings of an exploratory study of the short-term impact of the National Science Foundation's Young Scholars Program (YSP). The program awards grants on a competitive basis to projects located at higher education or advanced research facilities that can provide students with an intellectually stimulating research experience. A series of informal conversations were conducted in 1994 with small numbers of 1991 participants, applicants who did not participate, and a few parents of the 1991 participants. The purpose of the conversations was to explore in depth some of the short-term impacts of the YSP experience and to probe further the impacts suggested by an examination of a database of funded projects and participants, with respect to commitment to careers in science, mathematics, engineering, and technology. Taken together, findings suggest that there is little evidence that participation in the YSP, in and of itself, is a strong determinant of future pursuit of science, engineering, and mathematics careers. Rather, the program may be better seen as a mosaic of experiences that encourage bright, motivated students to pursue advanced degrees and select challenging professional roles. The report presents an introduction to the background; methodology; data analysis; and the results of conversations with participants, nonparticipants, and parents. A technical appendix contains sampling and data collection design, procedure, and outcomes. (LZ)

ED 381 382 SE 056 173

Chemistry 300. Administration Manual for Supervising Teachers, Provincial Examination, Answer Key—Multiple-Choice and Written-Answer Questions, and Provincial Summary Report =

Chimie 300. Guide d'administration d'un Platement

des surveillants d'examen, Examen provincial, Cle de correction—Questions choix multiple et Questions réponses ouvertes, et Rapport sommaire provincial.

Manitoba Dept. of Education and Training, Winnipeg.

Pub Date—8 Jun 94

Note—186p.

Language—English; French

Pub Type—Tests/Questionnaires (160) — Multilingual/Bilingual Materials (171) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Chemistry, Foreign Countries, High Schools, \*Multiple Choice Tests, Science Curriculum, Science Education, \*Science Tests, Secondary Education, Test Manuals

Identifiers—Canada, Manitoba

This collection of manuals contains the Manitoba Provincial Chemistry Examination for students seeking credit in Senior 4 Chemistry (Chemistry 300) and instructions for its use and grading. The examination is based on the Core Topics of the Senior 4 Chemistry course and accounts for 30% of the student's final grade in the course. The examination consists of multiple-choice items and long-answer questions. The administration manual contains information on time, examinees, principal's role, security, student equipment, responsibilities of supervising teachers, administration procedures, responding to student questions, defective booklets, students or teachers leaving the room, late arrivals, absences, cheating, return of examination materials, and examination rules. The student examination booklet presents 67 multiple-choice and 12 long-answer questions. The answer key booklet details the grading for long-answer questions and provides comments from chemistry graders on common student errors. A provincial summary report for June 1994, lists the percent of students choosing each response, mean scores, and frequency distribution of the raw scores. Testing materials are available in both English and French. (LZ)

ED 381 383

SE 056 175

Mining Glossary and Games.

National Energy Foundation, Salt Lake City, UT.

Pub Date—91

Note—67p.

Available from—National Energy Foundation, 5225 Wiley Post Way, Suite 170, Salt Lake City, UT 84146.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Earth Science, \*Educational Games, Elementary Secondary Education, Environmental Education, Geology, Glossaries, \*Minerals, \*Mining, Science Activities, \*Vocabulary Development

This booklet was produced in an effort to increase the awareness and appreciation of young people for the Earth's resources. The Mining Education Glossary is intended to provide easy reference to mining terms which are used in the minerals recovery industry and as a useful resource for teaching basic learning skills. Accompanying the glossary are 28 mining games designed to help students at all grade levels learn language arts skills including spelling, vocabulary development, word usage, pronunciation and the meanings of words that might be used in various related study units. Activities involve students in word search games, crossword puzzles, and other language and word power learning experiences. Activity instructions are designed for students and allow for independent study. Each activity also contains teacher information. (LZ)

ED 381 384

SE 056 177

Regets, Mark C.

Nonacademic Scientists and Engineers: Trends from the 1980 and 1990 Censuses.

National Science Foundation, Arlington, VA. Div. of Science Resources Studies.

Report No.—NSF-95-306

Pub Date—95

Note—19p.

Available from—Division of Science Resources Studies, National Science Foundation, Arlington, VA 22230 (free). Internet users: pubs@nsf.gov; include NSF publication number and title, your name, and complete mailing address.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Employment, \*Employment Patterns, \*Engineers, \*Experimenter Characteristics,

Occupations, \*Population Trends, Regional Characteristics, \*Researchers, \*Scientists, Tables (Data)

Identifiers—\*Nonacademic Personnel

This report presents a broad picture of the characteristics of scientists and engineers (S&Es) outside academia and how these characteristics changed between 1980 and 1990. Data for this report come primarily from National Science Foundation tabulations of 1980 and 1990 Public Use Microdata Samples of the decennial census. Around one-third of those with science and engineering occupations on the 1980 and 1990 censuses appear to have less than a bachelor's degree. Other data sources typically use a minimum of a bachelor's degree in defining S&Es. Table 1 presents general characteristics including age, education, employment, race, nationality, and gender. Table 2 shows occupation for nonacademic S&Es. Table 3 contains employment by region and state. Table 4 presents median earnings. Table 5 lists numbers of women and minorities by occupation. Table 6 shows the proportion of foreign-born S&Es. A highlights section analyzes trends represented by the data. (LZ)

ED 381 385

SE 056 185

Perry, Phyllis J.

Getting Started in Science Fairs: From Planning to Judging. The Teacher's Science Fair Survival Guide.

Report No.—ISBN-0-07-049526-2

Pub Date—95

Note—183p.

Available from—TAB Books, Div. of McGraw-Hill, Inc., Blue Ridge Summit, PA 17294-0850 (\$14.95).

Pub Type—Guides - Non-Classroom (055) — Books (010)

Document Not Available from EDRS.

Descriptors—Administration, Elementary Education, \*Elementary School Science, Exhibits, Parent Role, Science Education, Science Experiments, \*Science Fairs, \*Science Projects, Scientific Methodology, Teacher Role

This book is provided as a helpful tool in ensuring a successful and satisfying elementary school science fair. The book clarifies the roles of teachers, parents, and students and provides information about types of projects, practical tips, and possible topics for research. Included are short bibliographies, sample forms (which are teacher reproducible), and a chapter devoted to exhibiting and judging at the fair. Fourteen chapters cover tips to students, the teacher's role in the elementary school science fair, the parent's role in the elementary school science fair, the scientific method, types of projects, exhibiting and judging at the fair, and possible projects in botany, Earth science and geography, engineering, health and behavioral science, mathematics and computer science, microbiology, physical science, and zoology and ethnology. Contains 36 resources and an index. (LZ)

ED 381 386

SE 056 192

Technology Learning Activities I.

International Technology Education Association, Reston, VA.

Pub Date—93

Note—36p.

Available from—International Technology Education Association, 1914 Association Dr., Reston, VA 22091-1502.

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - General (020)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Technology, Elementary Secondary Education, \*Learning Activities, \*Science Activities, Science Education, \*Science Instruction, Technology Education

This guide contains 30 technology learning activities. Activities may contain all or some of the following: an introduction, objectives, materials and equipment, challenges, limitations, notes and investigations, resources and references used, and evaluation ideas. Activity titles are: (1) Occupations in Construction Technology; (2) Designing a Beam; (3) Simple Machines; (4) Packaging: More Than Just a Box; (5) Communications: Getting the Message across with Advertising; (6) Measuring Inaccessible Distances; (7) Alternative Energy Sources: Designing a Wind Powered Generator; (8) Designing a Hot Dog Heater Using Solar Energy; (9) Writing Radio Ad Scripts; (10) Building a Bottle Rocket; (11) Site Selection for Business and Industry; (12) Bar Coding; (13) The Green Revolution in Transportation; (14) Resource Recovery; (15) Walking

Fingers: The Yellow Pages; (16) Adventures in Technology; (17) The Trip Home; (18) The Business Card; (19) Does the Shoe Fit? (20) Writing Dynamic Learning Activities; (21) Technology is Building in the First Grade; (22) Sound, Sensors, and Logic; (23) Weather Forecast; (24) The Secrets of the Iceman; (25) Construction/Manufacturing; (26) Graphic Advertising Utilizing Paper Engineering; (27) Emergency Shelter; (28) The Cellular Connection; (29) Columbus Sailed the Ocean Blue; and (30) Tax or Regulate. (MKR)

ED 381 387

SE 056 193

Bottrill, Pauline

Designing and Learning in the Elementary School. International Technology Education Association, Reston, VA.

Report No.—ISBN-0-887101-00-4

Pub Date—Mar 95

Note—59p.; Photographs may not reproduce well. Available from—International Technology Education Association, 1914 Association Dr., Reston, VA 22091-1502.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Design, \*Educational Theories, Elementary Education, \*Elementary School Curriculum, \*Evaluation Methods, \*Experiential Learning, Learning Activities, Science Curriculum, Science Education, \*Teaching Methods, Technology Education

The main objective of this publication is to raise awareness of the capacity of elementary students to learn using a process termed designing activity. The text is divided into nine chapters. Chapter 1 describes the principles of designing activity. The difference between design activity and design educational activity is discussed in Chapter 2. Chapter 3 outlines some of the methods of modeling and includes the role of drawing and the use of construction kits. Chapter 4 discusses some of the "designerly" thought processes which occurred when students aged 5-6 participated in activity learning related to the topic of farms. The principles and aims of assessing designing activity are outlined in Chapter 6 along with some suggestions for evaluating and assessing students' work. The close relationship among science, technology, and designing process activities in elementary schools is discussed in Chapter 7 in relation to the development of the conceptual theme of change. The role of the teacher in creating a learning environment where designing situations are contrived is discussed in Chapter 8. Chapter 9 looks at some examples of the way design and technological activity has been managed across a class and the whole school. Contains 21 references. (LZ)

ED 381 388

SE 056 195

Keck, Tom, Comp. Frye, Ellen, Ed.

RoboResource Technology Learning Activities.

International Technology Education Association, Reston, VA.

Pub Date—93

Note—84p.

Available from—International Technology Education Association, 1914 Association Dr., Reston, VA 22091-1502.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Cooperative Learning, \*Design, Designers, \*Educational Technology, Elementary Secondary Education, \*Interdisciplinary Approach, \*Learning Activities, \*Science Activities, Science Education, Technology Education

Identifiers—\*Hands On Experience

Preparing students to be successful in a rapidly changing world means showing them how to use the tools of technology and how to integrate those tools into all areas of learning. This booklet is divided into three sections: Design Activities, Experiments, and Resources. The design activities ask students to collaborate on design projects. In these cooperative learning activities, students brainstorm and discuss ideas before they design and construct. The activity titles and grade levels are: Billy Goat Launchers (K-6), What the World Needs Now—Contraptions (6-12), The M & M Cookie Company (K-6), The Toy Factory (6-12), This Way In: Designing an Entrance (6-12), UPS: The Ultimate Private Space (5-12), Ergonomics: Designing Products for People to Use (6-12), Reach Out With Robotic Arms (6-12), What's Inside: Container Design (6-12), Wind-and-Water Transportation (6-12), Getting From Here to There by Monorail (7-12), and The Auto Company (7-12). The Experiments section

contains cooperative learning activities that call for research and discussion in preparation for the construction phases. The titles and grade levels are: Old MacDonald Had a Laser (K-6), Space Station: Recycled Waste (3-6), Space Station: Solar Collectors (1-6), Earth Station: Solar Collectors (7-12), Air Cushioned Vehicle: Hovercraft (9-12), Magnetic Levitation Transport (MAGLEV) (6-12), and Commercials (3-12). The final section is a resource list for equipment and information. (MKR)

**ED 381 389** SE 056 198

**Asbestos in Schools: Evaluation of the Asbestos Hazard Emergency Response Act (AHERA): A Fact Sheet.**

Environmental Protection Agency, Washington, D.C. Office of Toxic Substances.

Pub Date—Jul 91

Note—10p.; For a complete evaluation of AHERA, see ED 340 093.

Pub Type—Reports - Evaluative (142) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Asbestos, \*Compliance (Legal), \*Educational Facilities, Elementary Secondary Education, Environmental Education, \*Inspection, \*Program Evaluation

Identifiers—\*Asbestos Hazard Emergency Response Act 1986

The U.S. Environmental Protection Agency recently completed an evaluation of the Asbestos Hazard Emergency Response Act (AHERA) regulatory program in schools. The purpose of the fact sheet is to inform schools of their initial AHERA successes, note areas for improvement, and provide additional guidance. Major findings pertaining to school building reinspection, management plans, response actions, original AHERA inspections, the notification process, and maintenance and custodial worker training and experience are outlined. The fact sheet provides "Know This!" sections that define terms which were identified by the Management Plan Evaluation as often misused. Information on materials which provide specific guidance to local education agencies on how to address possible deficiencies in the original inspection reports and management plans is included. (LZ)

**ED 381 390** SE 056 200

**Answers to the Most Frequently Asked Questions about Reinspections under the AHERA Asbestos-In-Schools Rule.**

Environmental Protection Agency, Washington, D.C. Office of Toxic Substances.

Pub Date—May 91

Note—10p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Asbestos, \*Compliance (Legal), \*Educational Facilities, Elementary Secondary Education, Environmental Education, \*Inspection

Identifiers—\*Asbestos Hazard Emergency Response Act 1986

This document was prepared in response to inquiries that have been received by the Environmental Protection Agency concerning the reinspection requirements and related provisions of the Asbestos Hazard Emergency Response Act (AHERA) regulations. The answers developed represent the Agency's responses to the 15 most frequently asked questions to this subject. Contact information for regional asbestos coordinators is provided. (LZ)

**ED 381 391** SE 056 201

**NASA's Strategic Plan for Education. A Strategy for Change: 1993-1998. First Edition.**

National Aeronautics and Space Administration, Washington, D.C.

Report No.—EP-289

Pub Date—Dec 92

Note—78p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Educational Change, \*Educational Objectives, Elementary Secondary Education, Federal Programs, Higher Education, Science Education, Science Instruction, Strategic Planning

Identifiers—\*National Aeronautics and Space Administration, \*Reform Efforts

The National Aeronautics and Space Administration's (NASA's) education vision is to promote excellence in America's education system through enhancing and expanding scientific and technological competence. In doing so, NASA strives to be recognized by the education community as the premier mission agency in support of the National Edu-

cation Goals and in the development and implementation of education standards. To realize this vision, NASA has clearly defined and developed three specific goals to promote excellence in education. Specific objectives and milestones are defined for each goal in the body of this strategic plan. Goal 1: To maintain that segment of NASA's current education program that is judged to be effective, based on internal and external customer measures of success. Such maintenance involves individual program revision, expansion, or elimination. Goal 2: To implement new education reform initiatives which specifically address NASA mission requirements and national education reform. Goal 3: To significantly expand the impact of the NASA education program by developing partnerships with external constituencies. This plan also delineates three "enabling systems" which support all of NASA's education programs and contribute to the achievement of the goals. These are: evaluation, educational technology, and dissemination. In order to implement the strategy, four broad-based management priorities have been identified to guide the process of change. (Author/MKR)

**ED 381 392** SE 056 203

**Suited for Spacewalking. Teacher's Guide with Activities for Physical and Life Science. Revised.**

National Aeronautics and Space Administration, Washington, D.C. Educational Programs Div.

Report No.—EG-101

Pub Date—Aug 94

Note—70p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Biological Sciences, Earth Science, Elementary Secondary Education, Physical Sciences, \*Science Activities, Science Curriculum, Science Education, \*Space Exploration, Space Sciences, Student Projects

Identifiers—\*Hands on Science, Space Shuttle, \*Space Suits, Space Travel

This activity guide for teachers interested in using the intense interest many children have in space exploration as a launching point for exciting hands-on learning opportunities begins with brief discussions of the space environment, the history of spacewalking, the Space Shuttle spacesuit, and working in space. These are followed by a series of activities that enable students to explore the space environment as well as the science and technology behind the functions of spacesuits. The activities are not rated for specific grade levels because they can be adapted for students of many ages. A chart on curriculum application is designed to help teachers incorporate activities into various subject areas. Activities and related student projects make use of inexpensive and easy-to-find materials and tools. Activities are arranged into four basic units including: (1) investigating the space environment; (2) dressing for spacewalking; (3) moving and working in space; and (4) exploring the surface of Mars. Contains 17 references and 25 resources. (LZ)

**ED 381 393** SE 056 244

**Foundation for the Future: Turning Points.**

National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.

Report No.—NSF-95-36

Pub Date—95

Note—32p.; Photographs may not reproduce well.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Demonstration Programs, \*Educational Change, Elementary Secondary Education, Engineering Education, \*Individual Development, Mathematics Education, \*Personal Narratives, Science Education

Identifiers—\*Reform Efforts

This booklet, the third publication in the Foundation for the Future series, illustrates how involvement in the Directorate for Education and Human Resources' (EHR's) projects has been a watershed for many people. The personal profiles contained within describe how EHR programs are: changing people's lives, opening people's minds to new possibilities, setting people on new courses and new directions, energizing people to develop new ideas and make them a reality, and leading people to revelations about how change can be accomplished. (MKR)

**ED 381 394** SE 056 247

**Mason, Diana**

**Assessing Student Problem-Solving Success on**

**Selected Topics in Introductory Chemistry.**

Pub Date—Apr 95

Note—21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Algorithms, \*Chemistry, College Students, Higher Education, Instructional Improvement, \*Introductory Courses, \*Problem Solving, Science Education, \*Scientific Concepts, Student Evaluation, Student Surveys, \*Thinking Skills, Undergraduate Study

Incident identification graphs can be used to diagnose areas of difficulty in a subject's problem-solving schema at the episodic level. In this study, 22 subjects (2 experts and 20 novices) categorized into five problem-solving groups (expert, high algorithmic/high conceptual, low algorithmic/high conceptual, high algorithmic/low conceptual, and low algorithmic/low conceptual) were interviewed while solving problems on four topics generally found in introductory-level college chemistry (i.e. density, stoichiometry, bonding, and gas laws). Further analysis yielded that the conceptual-mode problem of the paired question was far more difficult and less often solved correctly for all groups of subjects (except high algorithm/high conceptual groups) than the corresponding algorithmic-mode problem although the algorithmic-mode problem took longer and required more transitions between episodes. Correct conceptual understanding, as reported by the problem solvers on transcribed think-aloud interviews, rested upon a known definition and an increased understanding of the language of chemistry. Suggestions are given to improve students' conceptual base in introductory chemistry. (Author/LZ)

**ED 381 395** SE 056 248

**Edgington, Judith R. Barufaldi, James P.**

**How Research Physicists and High-School Physics Teachers Deal with the Scientific Explanation of a Physical Phenomenon.**

Pub Date—Apr 95

Note—27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Demonstrations (Science), High Schools, \*Knowledge Base for Teaching, Physical Sciences, \*Physics, \*Problem Solving, \*Researchers, Science Education, \*Science Teachers, \*Scientific Concepts

Identifiers—\*Teacher Explanation

There is a need to integrate the segregated perspective underlying research on scientific conceptions. Insights from scientists can provide information about the essential components of ideal knowledge. The purpose of this study was to investigate how researchers and teachers deal with scientific explanation. Three research physicists and five secondary physics teachers were asked to explain the Newton's Cradle demonstration. Written answers and follow up interviews were analyzed. All the respondents viewed the events as a series of collisions and related the phenomenon to the concepts of energy and momentum; however the arguments proposed as explanations differed in depth and in complexity. Results suggest that the differences in performances were related to: (1) the perceived purpose of the explanation and its nature; (2) the number of paradigms invoked for possible ways to describe the events; (3) the specification of assumptions underlying facts or data statements; (4) the examination of assumptions made to determine initial conditions; (5) the choice of variables and unknowns; (6) the proper application of scientific principles; and (7) the assessment of the entire argument in view of the acceptability of the underlying model and assumptions. Contains 29 references. (Author/LZ)

**ED 381 396** SE 056 254

**Lin, Sheau-Wen Yang, Jong-Hsiang**

**Biology Teachers' Knowledge Base of Instructional Representations.**

Pub Date—Apr 95

Note—23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April

22-25, 1995).  
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—Biology, Foreign Countries, Junior High Schools, \*Knowledge Base for Teaching, Science Instruction, Science Teachers, Secondary School Teachers, \*Teacher Education  
 Identifiers—\*Instructional Representations, Taiwan

Based on the assumption that much can be learned from the studies of experienced science teachers, the purpose of this study is to identify the knowledge base that contributed to the instructional representations demonstrated by four exemplary junior high school biology teachers. Results are intended to provide suggestions that would be useful to science teacher educators and science teachers. Multiple qualitative data gathering methods and triangulation were employed to enhance the validity of the findings. Analysis indicated that the knowledge base of the teachers' instructional representations consisted of five major categories: knowledge of subject matter, students, curriculum, context, and alternative representations. Each category had several chief subcategories. These categories overlapped and interacted with each other. The results indicate that it is important to provide science teachers with knowledge in the five major categories and that it is necessary to help teachers integrate the different categories of knowledge for teaching. Contains 26 references. (LZ)

**ED 381 397** SE 056 263

**Safety in Science for Primary Schools. 1st Edition.**  
 Association for Science Education, Cambridge (England).

Report No.—ISBN-0-86357-209-X

Pub Date—94

Note—81p.

Available from—Association for Science Education, College Lane, Hatfield, Herts AL10 9AA England, United Kingdom.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Demonstrations (Science), Elementary Education, Elementary School Teachers, Foreign Countries, Instructional Materials, \*Safety, \*Safety Education, Science Education, \*Teacher Education

Identifiers—\*Be Safe, England

This packet of teacher education materials is based on the publication "Be Safe!" and is intended for those teaching science to children ages 4 to 12. The pack contains INSET materials that supplement a safety exhibition contained in the second edition of "Be Safe!". Five basic activities include instructions for training leaders and reproducible teacher education materials. Activities cover: (1) how to use the exhibition material (contains copy masters for a question sheet, drawings, and answer sheet); (2) brainstorming on safety; (3) safety quiz, and how to use quiz materials (contains copy masters for quiz cards and safety quiz answers); (4) developing a school policy for safety in science and a science safety checklist; and (5) teaching children about safety and suggestions for activities for children. Appendices provide letters from government officials (England) endorsing the program, safety bibliography (14 references), immediate remedial measures in the event of an accident, example of the safety section from one school's science policy, safety background materials, index, and common safety symbols. (LZ)

**ED 381 398** SE 056 265

**Halloun, Ibrahim.**  
**Schematic Structure of Scientific Concepts: The Case of Physics.**

Pub Date—Apr 95

Note—21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995). For a related document, see SE 056 266.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Students, \*Concept Formation, \*Definitions, \*Force, Higher Education, High Schools, High School Students, Instructional Improvement, \*Physics, Schemata (Cognition), Science Education, \*Scientific Concepts, Student Attitudes

Schematism is proposed as part of an epistemological framework for constructing and employing scientific knowledge. Within this framework, it is proposed that a concept of physics can be explicitly defined in a scientific theory by a schema that includes: (1) the domain of the concept; (2) its organization, i.e., the relationships between this particular concept and other concepts; (3) its quantification, i.e. its measurement according to well-defined laws and rules; (4) its expression, i.e., the set of words, depictions and mathematical representations denoting it; and (5) its employment, i.e., the ways it can be used to deal with physical situations that belong to its domain, and to construct and employ scientific knowledge. The schematic structure of the concept of force is presented for illustration, and results of its application in training two groups of Lebanese students are outlined. Contains 46 references. (Author)

**ED 381 399** SE 056 266

**Halloun, Ibrahim.**  
**Modeling Theory in Physics Instruction: A Draft.**  
 Pub Date—Apr 95

Note—27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995). For a related document, see SE 056 265.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Mechanics (Physics), \*Models, \*Physics, \*Problem Solving, Schemata (Cognition), Science Instruction, Scientific Concepts, Secondary Education

Models occupy the central core of physics, and modeling is a major process for constructing and employing physics knowledge. A model is characterized by its domain, composition, structure, behavior, and organization. Problem solving is a schematic modeling process consisting of model selection, construction, validation, analysis, and deployment. A scientific model is defined in this draft and illustrated with the constantly driven particle model. A generic modeling process is also presented and illustrated in solving a particle mechanics problem. Contains 57 references. (Author)

**ED 381 400** SE 056 267

**Murfin, Brian.**  
**A Survey of Telecommunications Use by Secondary School Science Teachers in New York City.**  
 Pub Date—Apr 95

Note—18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Computer Networks, \*Computer Uses in Education, Educational Technology, High Schools, \*Knowledge Base for Teaching, Science Education, Science Teachers, Secondary School Teachers, \*Telecommunications

Identifiers—Internet, New York City Board of Education

This study is an attempt to determine the extent of telecommunications use by secondary school science teachers in the Queens borough of New York City. Science teachers in 39 middle schools and 32 high schools were surveyed in May, 1994, in the following categories of information: access to computers, hardware preference, hardware in use, access to the Internet, use of modems, and use of telecommunications and the Internet. A 27 percent response rate was obtained. Results indicate: low levels of access to computers (60 percent of respondents claimed no access); a desire to use computers in the classroom and a preference for the use of IBM compatible computers; contradiction in hardware preference and hardware-in-use (32 percent of respondents used Macintosh computers, 24 percent used Apple IIe's, and 19 percent used IBM compatibles); limited access to the Internet (over 60 percent of respondents declared no access to telecommunications within the school); low levels of modem use (almost half reported they had never used a modem); and almost all teachers were unfamiliar with common techniques used on the Internet. The survey instrument is included. (LZ)

**ED 381 401** SE 056 271

**Coburn, William W. And Others.**  
**Everyday Thoughts about Nature: An Interpretive Study of 16 Ninth Graders' Conceptualizations**

of Nature.

Pub Date—Apr 95

Contract—NSF-RED-9055834

Note—79p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Case Studies, Environment, Environmental Education, Grade 9, \*Instructional Improvement, Natural Resources, Science Education, \*Scientific Attitudes, Secondary Education, \*Student Attitudes, Student Surveys  
 Identifiers—Man Nature Relationship, \*Nature

This study investigates student world views in an effort to provide information that will improve the learning environment of the science classroom. The research focuses on furthering knowledge of students as people in the context of investigating what students think about nature or the natural world. The objective of the descriptive case study is to come to a better understanding of the cognitive culture of 16 ninth graders from a semi-rural high school in the central desert region of Arizona. A modified naturalistic inquiry approach using a semi-structured interview technique was employed. A number of assertions are examined relating to variations in views of the natural world based on differing perspectives, gender, religion, integration of school science in everyday thinking, science grade success, and environmental awareness. Implications for further research and instructional improvement are discussed. Results show that student ideas are often both rich and rational. Yet within the richness of student comments little pertained to science, and only one student's conceptualization of nature reasonably matched the naturalistic-mechanistic view of nature common to science education. An appendix provides concept maps and narrative transcripts. Contains 49 references. (LZ)

**ED 381 402** SE 056 272

**Haurry, David L.**  
**Study of a Field-Developed Model of Scientific Inquiry.**

Pub Date—Apr 95

Note—24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Curriculum Development, Elementary Education, Elementary School Teachers, Inquiry, \*Instructional Effectiveness, Models, \*Outcomes of Education, Science Activities, Science Curriculum, \*Science Instruction, Science Teachers, \*Scientific Methodology, \*Teacher Education, Units of Study

Identifiers—Teacher Surveys

A simple model of scientific inquiry was developed using non-technical language. One group of elementary school teachers was introduced to the model during a two-week summer institute where the model was used in conjunction with activity-based approaches to teaching. Participants applied the model in planning and facilitating activities for children enrolled in a summer science camp. Another group of teachers was introduced to the model during a series of workshops for teachers and principals. The model was introduced as the central heuristic device for designing and developing science lessons and units of study. A survey was conducted two years after the most recent summer institute. The purpose of the survey was to determine: (1) the extent to which the model was understood; (2) the degree to which it was being used to plan and implement instruction; and (3) the extent to which it facilitates desired effects among students. Survey results provided evidence that: (1) the model is well understood by most teachers and facilitates an understanding of the nature of scientific inquiry; (2) the model facilitates an activity-based, inquiry-oriented approach to science teaching; and (3) teachers report that students react favorably to instruction based on the model. The survey instrument is appended. Contains 16 references. (Author)

SO

## ED 381 403 SO 023 077

Makgiansur, M., Ed. And Others  
Education for All.  
United Nations Educational, Scientific and Cultural  
Organization, Bangkok (Thailand). Principal Regional  
Office for Asia and the Pacific.

Report No.—BKR/90/M/16-5000

Pub Date—90

Note—288p.

Available from—UNESCO Principal Regional Office for Asia and the Pacific, P.O. Box 967, Prakanong Post Office, Bangkok 10110, Thailand.  
Journal Cit—Bulletin of the Unesco Principal Regional Office for Asia and the Pacific; n30 Dec 1989

Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—\*Adult Basic Education, \*Developing Nations, Educational Policy, Elementary Education, \*Females, Foreign Countries, International Cooperation, Literacy, Nonformal Education, Population Education, Refugees, \*Womens Education

Identifiers—\*Asia Pacific Region

This volume concentrates on the idea of education for all with its goal of making the world's population literate by the year 2000. The book features contributory articles by some of the most eminent personalities working in this region on various aspects of primary education, adult literacy and post-literacy activities. Highlights have been made of especially difficult to reach target groups, such as refugees, and disadvantaged groups, such as women. In the final chapter, an attempt is made to take stock of what remains to be done if the objective of education for all is to be reached. Chapters in this issue are: (1) introduction: concept of education for all; (2) universal primary education for girls; (3) women's education in Asia and the Pacific: some basic issues; (4) education in difficult contexts; (5) literacy and non-formal basic education in Asia and the Pacific; (6) literacy programmes in India; (7) education for ethnic minorities: the case of the Orang Asli; (8) education of refugees; (9) Kampuchean Refugees achieve universal education despite difficulties; (10) education of refugees in the Philippines; (11) current trends in education of the disabled; (12) patterns of development in early childhood care and education; and (13) unfinished tasks and future agenda. Many chapters contain references. A bibliographical supplement contains 210 references. (DK)

## ED 381 404 SO 023 232

Kimball, John C.  
U.S.S.R. and Eastern Europe: The Shattered Heartland.

Foreign Policy Association, New York, N.Y.  
Report No.—ISBN-0-87124-141-2; ISSN-0017-8780

Pub Date—91

Note—106p.

Available from—Foreign Policy Association, Inc., 729 Seventh Avenue, New York, NY 10019 (\$7.50 plus \$2 shipping and handling; quantity discounts).

Journal Cit—Headline Series; n295 Win/Spr 1991

Pub Type—Collected Works - Serials (022)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Communism, Current Events, Economic Change, Economics, Ethnic Distribution, Ethnic Groups, \*European History, Foreign Countries, High Schools, \*International Relations, \*Nationalism, Political Issues, Political Science, Secondary School, Curriculum, Social Change, Social Studies, \*World Affairs

Identifiers—\*Europe (East), \*USSR

This theme issue presents an overview of the breakup of the USSR and the challenges faced by the emerging states under former Soviet influence. The volume contains: (1) "Preface"; (2) "Soviet Union: Prelude to the Coup"; (3) "Summing Up the Past"; (4) "Eastern Europe Who's Who?"; (5) "The Economics of Chaos"; (6) "Role of the United States"; and (7) "Back to the Future." In the chapter "Eastern Europe Who's Who," the countries of Hungary, Poland, Czechoslovakia, Bulgaria, Romania, Albania, Yugoslavia, and six Soviet Republics are profiled. Maps, a glossary of key terms, and classroom discussion questions accompany the text. (EH)

## ED 381 405 SO 023 441

Gregory, Anne

## Looking at the Need for Courses in Hand Lettering and Calligraphy in Post Secondary Institutions Granting Art Degrees.

Spons Agency—New Mexico State Univ., Las Cruces.

Pub Date—[79]

Note—10p.; For related document, see SO 024 442.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Art Education, Art History, Artists, College Curriculum, Commercial Art, Elementary Education, Graphic Arts, Handwriting, Higher Education, \*Manuscript Writing (Hand-lettering), Western Civilization, Writing Skills

Expressing concern that interest in hand lettering and calligraphy has diminished due to limited career applications, seventeen U.S. master calligraphers who teach or have taught calligraphy were interviewed. The calligraphers made six suggestions that have implications for educators: (1) italic based alphabets, rather than the current forms of penmanship, should be taught in elementary grades since there is some evidence suggesting that learning this calligraphy form improves self esteem and academic performance among young children labeled unteachable; (2) a clarification of calligraphy standards is necessary for the recognition of calligraphy as a unique art form; (3) calligraphy is a valid way to learn principles of design; (4) study of the historic development of letter forms contributes to general understanding of the history of Western Civilization; (5) calligraphy skills are a useful resource for professional work and contribute to a sensitivity of industry's needs; (6) calligraphy should be offered as an optional course in the foundation year program. (MM)

## ED 381 406 SO 023 442

Gregory, Anne

A Teacher's Guide to American Calligraphy: 1983.

Pub Date—83

Note—14p.; Paper presented at the Meeting of the Texas State Art Education Conference (1983). For related document, see SO 023 441.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Art Education, Artists, Commercial Art, \*Manuscript Writing (Handlettering), Resource Materials, Secondary Education, Teaching Guides, Visual Arts, Vocational Education, Workshops

This document presents a brief history of the Society of Scribes and describes procedures for the 1-day workshop, master apprenticeship method, of calligraphy instruction. Calligrapher-instructors using this method include: Lili Cassel Wronker, who encourages straight edge pen point exercises; E. J. Carroll, who focuses on the commercial client and artist relationship; and Robert Boyajian, who presents a technique for left handed calligraphers. Calligraphy as an art with practical, vocational applications is advocated. Calligraphy classes at the Art Students League in New York, and Calligraphy Gatherings that incorporate lectures and demonstrations, workshops, and presentations by major scribes are described. The paper concludes with a list of Regional Calligraphy Societies. (MM)

## ED 381 407 SO 023 444

Gregory, Anne

Dilemmas and Solutions in Selection and Preparation of Children's Art for International Exhibitions.

Pub Date—86

Note—8p.; Paper presented at the Annual Meeting of the National Art Education Association Conference, (New Orleans, LA, April 4-8, 1986); and the EXPO Conference (Vancouver, British Columbia, Canada, July 1-4, 1986).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Education, Childrens Art, Elementary Secondary Education, \*Exhibits, Guidelines, International Cooperation, International Educational Exchange

Identifiers—\*United States Society for Education Through Art

In this paper, the director of The United States Society for Education through Art (USSEA) child art exhibitions presents some issues for future exhibition promoters to consider. A clear, concise list of qualifications and information, should be provided when requesting public submissions of work. Informa-

tion required may include: name of country; child's age; theme; kinds of media acceptable; size limitations; limit to number of pieces; personal information about the artist; art teacher; school; and deadline. Input from host countries should be considered when selecting an exhibition theme. This theme should be announced early in the process. Establishing U.S. deadlines is an important consideration. Avoid summer deadlines and expect late submissions. Allow only one person or two co-worker individuals to organize the reception and preparation of student work for display. Permissions, publicity arrangements, and follow-up news releases require lengthy preparation and liberal timelines. Standardization of work preparation and mailing procedures should be established. Problematic areas that require future attention include "What constitutes 'Top Quality,'" and "What happens to the work after its submission." (MM)

## ED 381 408 SO 024 219

Young, Katherine A.

Constructing Buildings, Bridges, and Minds: Building an Integrated Curriculum through Social Studies.

Report No.—ISBN-0-435-08796-7

Pub Date—94

Note—161p.

Available from—Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 (\$17.50).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—\*Curriculum Development, Curriculum Enrichment, \*Integrated Curriculum, Intermediate Grades, Junior High Schools, Learning Activities, Middle Schools, \*Social Studies, Student Projects

This book introduces and guides upper elementary and middle school teachers through the process of using major classroom projects to enable integration of the curriculum through social studies. The book describes the excitement of a classroom when the students are working on Washington, D.C. and Latin America projects. Not only do the students develop problem solving and thinking skills, they also learn to collaborate and communicate both orally and in writing. Most important, they become motivated self-learners who carry their quest for learning far beyond the classroom. After an introduction, the book is divided into six chapters. The first is on connections and how to integrate the subject matter. The second describes the designing and planning of the Washington, D.C. project. The third chapter is on the designing and planning of the Latin America project. The fourth is on bridging abilities. The fifth chapter is about a philosophy of creating. The sixth chapter is on reflections and flashbacks and expresses some of the things the instructor learned while designing and implementing the two projects described. The book also contains three appendices: (1) notes on the Washington, D.C. curriculum; (2) notes on the Latin America curriculum; and (3) a project guide of things to do, listed in /ar phases of preparation for the project, beginning, guiding, and culmination of the project. Contains a 17-item list of references and an index. (Author/DK)

## ED 381 409 SO 024 220

Brenneke, Judith Staley, Ed.

An Economy at Risk: Does Anyone Care?

Report No.—ISBN-0-88406-248-1

Pub Date—92

Note—186p.; Sponsored by the Society of Economics Educators.

Available from—Georgia State University Business Press, College of Business Administration, University Plaza, Atlanta, GA 30303-3093.

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—\*Economics, \*Economics Education, \*Educational Objectives, \*Educational Policy, Secondary Education, Social Studies, Teaching Methods

Identifiers—\*American Economic Association

Attempting to scrutinize the rational for economics education, this book is a collection of papers by economics educators who seek to envision what economics skills and knowledge will be needed in the future and whether these justify teaching economics at the pre-college level. Twelve economics educators contributed articles: (1) "The Case for Economics Education" (Judith Staley Brenneke); (2) "A Brief History of the Rationale for Economics

Education" (James B. O'Neill); (3) "The Position of Distinguished Economists on Economic Education" (Francis W. Rushing); (4) "Official Position of the American Economic Association on Economics Education" (Phillip Saunders); (5) "U.S. Government Policy, State Education Mandates, and Economics Education" (Stephen Buckles); (6) "Goals, Rationale, and Strategies Employed by Economics Education Organizations: A Summary and Analysis" (Calvin A. Kent; Dennis Weidenaar); (7) "The Cases Against Economics Education" (Michael Watts); (8) "Nine Years of National Economics Education: How Did We Do?" (John C. Soper); (9) "Economics Education and Satisfaction with Family Decision Making" (Marilyn Kourilsky); (10) "Why Teach the Social Studies: A Look at the Rationale for Individual Disciplines" (George M. Vredeveland); (11) "A Critique of an Economy at Risk" (Michael A. MacDowell); and (12) "Comments on 'An Economy at Risk: Does Anyone Care?'" (David D. Ramsey). (DK)

ED 381 410 SO 024 224

**Buchanan, Janice Chapin**  
**Music Education and the Educationally Disadvantaged Gifted Child.**

Pub Date—89

Note—16p.; Paper presented at the Suncoast Music Forum on Creativity (1989). For related documents, see ED 380 342, ED 378 091, and ED 378 094.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academically Gifted, Elementary Education, Exceptional Child Research, \*Gifted Disadvantaged, Music, \*Music Education, Music Teachers, Self Esteem, Student Characteristics

This paper is a literature review comparing the characteristics and needs of the average gifted child with the disadvantaged gifted child in four areas: (1) cognitive; (2) affective; (3) psycho-motor; and (4) special aptitudes. Numbered items indicate those comparisons that may be contrasted directly between the two groups. All other items are observations for which there are no apparent comparisons. The educationally disadvantaged gifted child has a particular set of characteristics and needs. While similarities with the average gifted child exist, the differences seem more pervasive. The disadvantaged gifted child needs to be recognized as an individual. Teachers who do not seek to build on the unique strengths of these children, but choose to make them into perfect molds of either the average disadvantaged child or the average gifted child, will be doing a great disservice to these children. Music education is needed especially for educationally disadvantaged gifted children. Successful musical experiences can produce the higher esteem levels necessary for these students to change their life circumstances. Music presents a subject matter of both immediate appeal and long-term relevancy for each of these students. They have observed persons from disadvantaged backgrounds achieving financial and societal stability in the areas of music and music-related occupations. Music education for disadvantaged gifted children may be the greatest opportunity for intellectual and emotional growth. Music is one of the most appropriate subjects for fostering individual and group growth for the disadvantaged gifted child. Contains 60 references. (Author/DK)

ED 381 411 SO 024 234

**Hopkins, Richard L.**  
**"Like Life Itself": Narrative and the Revitalization of Educational Practice.**

Pub Date—Apr 94

Note—29p.; Paper presented at the Annual Meeting of the John Dewey Society (New Orleans, LA, April 1994).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Change, \*Educational Improvement, \*Educational Philosophy, Educational Research, Educational Theories, \*Experiential Learning, Higher Education, \*Narration, Secondary Education, Story Telling, Teaching Methods

This paper describes the efforts to use contemporary ideas about narrative to rethink educational practice at the level of "root metaphor." (Stephen Pepper) and argue that "narrative schooling" might revitalize the actual processes of schooling. There is a concern that, especially at the secondary level,

public schools are experience-averse in all essential qualities, in compulsory institutional status, in the way in which human and material resources are administered, in the manner in which classrooms are organized and managed and teaching is conducted, and in the entire elaborate system of student classification, assignment, and assessment. To correct these conditions, this paper proposes a theoretical formulation called reconstructive query, based on ideas drawn from John Dewey, the U.S. philosopher Justus Buchler, phenomenological thought, and the works of a number of other post-modernist thinkers. Reconstructive query is the theoretical latticework of an experiential alternative to mechanistic schooling. It sets forth the minimum conditions for a non-psychologistic pedagogy whose purpose is to open up the world to the classroom and the classroom to the world. This process brings the learner's habits under stress, forcing adaptive revisions. The purpose of schooling in this conception is change and development, rather than the mastery of subjects as such. In such a system, the use of narrative connects theory and practice. The central organizing instrumentality for the program described is an emergent portfolio developed and maintained by the student in any available medium or media. Contains a 35-item bibliography. (DK)

ED 381 412 SO 024 236

**Hickin, Nancy L. Christenberry, Nola J.**  
**Effective School-Based Substance Abuse Prevention Programs.**

Pub Date—Nov 93

Note—11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 11, 1993).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, \*Health Education, \*Prevention, Program Content, \*Program Effectiveness, School Based Management, Special Programs, \*Substance Abuse. Substance abuse among school age youth continues to be a significant and costly problem in U.S. society. Schools are asked with increasing frequency to become involved in finding and implementing solutions. A review of the literature regarding school-based substance abuse prevention programs reveals their evolution from a basic informational approach in the 1960s to approaches in the 1990s that are designed to help youth develop effective coping skills. The latter approaches are based on the assumption that substance abuse is learned socially. Empirical evidence reveals that current approaches are more effective than earlier ones were in preventing substance abuse among youth. School district personnel need to become aware of the nature of the more successful substance abuse prevention programs and build the designs for their programs on the characteristics of these programs. This paper contributes to that awareness by summarizing the most significant characteristics of effective programs as currently described in the relevant literature. After reviewing the characteristics of particularly effective school-based substance abuse programs, the literature concludes that a broad and coordinated prevention approach is needed. Substance abuse prevention programs that involve schools working with civic organizations and institutions, law enforcement officials, parents, peers, and even the media may have a greater impact than programs implemented only in the schools. Contains a 17-item reference list. (Author/DK)

ED 381 413 SO 024 238

**Davidoff, Sue, Ed. And Others**  
**Emancipatory Education and Action Research.**

Action Research Series No. 1.  
Human Sciences Research Council, Pretoria (South Africa).

Report No.—ISBN-0-7969-1535-0

Pub Date—93

Note—153p.

Available from—HSRC Publishers, Private Bag X41, Pretoria 0001, South Africa.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Action Research, Art Education, Didacticism, Educational Improvement, Educational Research, Foreign Countries, Higher Education, \*Social Action, \*Social Change, Social Theories, \*Teacher Role

Identifiers—\*Emancipatory Learning, \*South Africa

This book is the result of a seminar on emancipa-

tory education and the action research projects in the Department of Didactics at the University of the Western Cape in South Africa. The book starts with questions regarding the nature of action research. This first chapter discusses the meaning of some crucial organizing concepts, asks questions regarding the fields in which one might undertake action research, and examines the understanding of emancipation. The second chapter contextualizes the work that was the focus of the seminar. The third chapter problematizes disciplinary knowledge-making with regard to the practice of People's Education and action research. This chapter touches on three issues: (1) the producers of knowledge; (2) the types of knowledge that are used; and (3) the kind of teaching and learning materials that are employed. Chapters 4-8, in a certain sense, form a separate section of the work in that they treat the practice of emancipatory action research as and where it occurs in actual institutionalized education situations, as well as in schools and other institutions in the wider sense. Chapter 4 focuses on emancipatory education practice in art education. Chapters 5 and 10 look at the use of socially critical action research in promoting greater measures of reflective teaching in preservice teacher education. Chapter 6 presents a case study that addresses the difference between the democratic rhetoric that teachers often use outside of their classrooms, and the authoritarian manner that many of them adopt in the teaching situation. Chapters 7-9 focus on the challenges that face emancipatory action research in South Africa. The final chapter, 11, provides an overview. (DK)

ED 381 414 SO 024 241

**Bicouvaris, Mary Vasilikou**  
**Building a Consensus for the Development of National Standards in History.**

Pub Date—May 94

Note—194p.; Ph.D. Dissertation, Old Dominion University.

Pub Type—Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Decision Making, Educational Research, Elementary Secondary Education, Group Dynamics, Group Experience, \*History, \*History Instruction, Persuasive Discourse

Identifiers—Consensus, \*National History Standards, \*National History Standards Project

This document presents a research project that examined the process used by the National History Standards Project to build consensus for the development of national standards for teaching history in U.S. schools. Among the contentious issues on which the National History Standards Project had to reach consensus were: (1) content versus process; (2) the place of western civilization in the teaching of world history; and (3) the inclusion of minority contributions in the teaching of U.S. history. This dissertation is a case study that creates a chain of evidence with explicit links between the questions asked, the data collected, and the conclusions drawn. Multiple sources of evidence include primary data, participant observations, and purposeful group interviews conducted to corroborate the evidence. The conclusion reached in this study is that the National History Standards Project achieved a substantial and broad consensus of historians, professional associations, precollegiate teachers, and a wide spectrum of civic, educational, professional, and minority associations to write national standards for history. How the consensus building process of the National History Standards Project might be applied to similar situations is also discussed. Contains 184 references. (DK)

ED 381 415 SO 024 335

**Fulbright-Hays Seminars Abroad Program June 23-July 26, 1993. Brazilian History and Culture Program.**

Department of Education, Washington, D.C. Div. of International Education.

Pub Date—93

Note—522p.; Some papers contain light/broken print, photographs, and illustrations which may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—\*American Indians, Blacks, Correctional Institutions, Curriculum Development, Curriculum Enrichment, Demography, Developing Nations, \*Economic Development, Educational Change, \*Females, Fine Arts, Foreign

Countries, Higher Education, Inflation (Economics), \*Racial Discrimination, Secondary Education

Identifiers—\*Brazil, Fulbright Hays Seminars Abroad Program

This document consists of 16 papers on aspects of Brazilian culture, history, and geography prepared by participants in the Fulbright Hays Seminars Abroad Program in Brazil in 1993. The papers are: (1) "Cordell Literature: A Window on the History and Culture of Brazil" (Juan Barroso VIII); (2) "Connections: Public Images of Indians and Brazil's Indian Policy" (Jan Lee Brookes); (3) "Black Women in Brazil" (Martha H. Brown); (4) "Urban Squares in Brazil: A Typology" (James R. Curtis); (5) "Brazil: Seeds of Change, the Afro-Brazilian Experience" (Billie A. Day); (6) "Brazil: An Introductory Unit for High School Students" (Margaret T. Harris); (7) "Education in Brazil: Some Issues on Reform" (Samuel Hinton); (8) "Is There a Brazil?" (Charles E. Holt, Jr.); (9) "Environmental Impact Assessment: A Comparative Analysis of Methodologic Techniques in the United States and Brazil" (Stephanie B. Kelly); (10) "The Social Aspect of Vending in Brazil" (Sunil Kulkreja); (11) "Just Picture Brazil" (John D. Nielson); (12) "Contemporary Brazil Through Slides" (Thomas M. Orf); (13) "Cultural Ecology in Brazil: A Proposal to Integrate Thinking about the Fine Arts" (Donald C. Stowell, Jr.); (14) "Brazil Journal: Independent Study Project" (Arlene R. Thorne); (15) "A Pictorial Look at Brazilian Correctional Facilities" (Susan S. Tomlin); and (16) "Coping with Superinflation: Observations and Strategies of Middle Class Brazilians" (Terry C. Ulion). (DK)

ED 381 416 SO 024 373

#### Education for Development: Responding to New Challenges

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-93/CONF.202/LD.12; ED-93/MINEDAP/3

Pub Date—Jun 93

Note—30p.; For a related document, see SO 024 376. Discussion paper presented for the Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (6th, Kuala Lumpur, Malaysia, June 21-24, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports — Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Adult Basic Education, Curriculum Development, Economics, \*Educational Development, Educational Policy, Elementary Secondary Education, Females, Foreign Countries, Higher Education, \*International Cooperation, \*International Educational Exchange

Identifiers—Asia Pacific Programme of Education for All, Asia Pacific Region, Development Education

This document was prepared to facilitate and guide the discussions of a conference on economic planning in Asia and the Pacific in its deliberations and in the formulation of its recommendations. Organized in such a way as to correspond closely with the organization of the agenda for the Conference, chapter 1 draws attention to the changing context for education across what is undoubtedly a vast and diverse region. It points to new societal pressures and directions that affect how education's mission is defined and its work planned and implemented, and it reports on recent important educational developments and achievements. Chapter 2 overviews progress with regard to achievement of the Jomtien goals regarding Education for All. It identifies persisting problems and dilemmas as well as fundamental policy issues requiring discussion and action. Chapter 3 draws attention to a number of major concerns facing countries of the region and indicates how education systems and sub-systems are responding to various new pressures and demands. Attention is given to particular sector responses with respect to organizational structure, curriculum content, and delivery systems as well as to system level initiatives in policy, planning and resource mobilization, education facilities, and quality assurance. The final chapter, chapter 4, draws attention to the substantial progress made in international and regional cooperation, reporting on particular projects and activities, and suggesting how regional, sub-regional, and bilateral cooperation could be further developed. (DK)

ED 381 417 SO 024 375

#### Education Facing the Crisis of Values: Strategies for Strengthening Humanistic, Cultural, and International Values in Formal and Non-Formal Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-92/WS/1

Pub Date—92

Note—38p.

Pub Type—Reports — Descriptive (141) — Collected Works — General (020)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Aesthetic Values, \*Cultural Differences, Curriculum Development, \*Educational Development, Educational Policy, Elementary Secondary Education, Foreign Countries, Higher Education, \*International Cooperation, \*International Educational Exchange, Multicultural Education, Science and Society, \*Values Education

This document was prepared on the basis of discussions at a workshop organized by UNESCO and other groups on the subject of education facing the crisis of values from the point of view of: (1) cultural identity and cultural diversity in education; (2) humanistic, ethical, and aesthetic values in education; and (3) education facing the ethical problems that arise from scientific and technological progress. The document presents summaries and recommendations made regarding these themes. The first of five sections contains presentations by representatives of UNESCO and the Association Descartes. The next three sections each take one of the three featured points of view. Section 2 on the point of view of cultural identity and diversity contains: (1) "The reasons for providing intercultural education and an assessment of experiments to date" (Perotti); (2) "Cultural diversity and promotion of values" (Batelam; Gundara); (3) "Ideology and ethical values in education" (Avakov); (4) "Prospects in Africa" (Wininga); (5) "Prospects in Latin America" (Lopez); (6) "The Musée en herbe" (Lusardy). Section 3 on values includes: (1) "Humanism today: peace, tolerance, and democracy" (McNicol); (2) "Prospects in Asia" (Rajput); (3) "The responsibility of local authorities" (Schuster); (4) "Art and one's everyday surroundings" (Langlois); and (5) "Art as salvation" (Rosenfeld). Section 4 on ethical problems contains: (1) "A jurist's viewpoint" (Gerin); (2) "A philosopher's viewpoint" (Lecourt); (3) "The ethical problems arising from research" (Adam); (4) "Education and bioethics" (Huber); (5) "A worldwide code of ethics: the role of universities" (Jaumotte); (6) "The role of industry in education" (Carrigou); and (7) "Physics teaching and the crisis of values" (Lova). The fifth section contains conclusions and general recommendations. (DK)

ED 381 418 SO 024 376

#### Development of Education in Asia and the Pacific: A Statistical Review.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-93/CONF.202/LD.13; ED-93/MINEDAP/REF.2

Pub Date—Jun 93

Note—71p.; For a related document, see SO 024 373. Statistics prepared for the Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (6th, Kuala Lumpur, Malaysia, June 21-24, 1993).

Pub Type—Numerical/Quantitative Data (110) — Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—\*Access to Education, Census Figures, Economics, Educational Development, \*Educational Finance, Educational Policy, Elementary Secondary Education, \*Enrollment Trends, \*Females, Foreign Countries, Higher Education, Human Geography, \*Literacy, \*Population Distribution, Primary Education, Teacher Student Ratio

Identifiers—Asia Pacific Programme of Education for All, Asia Pacific Region

This document contains statistical data related to education. The booklet begins with an executive summary in English, Japanese, French, and Russian. The data is divided into nine general sections. The first section is population and contains: (1) world and regional perspectives; (2) sub-regional trends; (3) population perspectives by country; (4) young age and school age population; and (5) demographic dynamics and implications. The second section is literacy and contains: (1) regional literacy

trends; (2) situation by subsection; and (3) prospects at country level. The third section is overall participation in education and contains: (1) progress in overall enrollment; (2) changes in weight by level; and (3) participation of girls. The fourth section is pre-primary education and contains: (1) growth trends; (2) enrollment ratios; and (3) girls in pre-primary education. The fifth section is primary education and contains: (1) changes in enrollment trends; (2) participation and prospects; (3) implications for Universal Primary Education; (4) access to grade 1; (5) retention; and (6) coefficient of efficiency. The sixth section is secondary education and contains: (1) regional and subregional trends; (2) level of participation; (3) transition from 1st to 2nd level education; and (4) technical/vocational secondary education. The seventh section is higher education and contains: (1) expansion in enrollment; (2) students enrolled per 100,000 inhabitants; (3) female students; (4) enrollment by field of study; and (5) students abroad. The eighth section is teachers and contains: (1) overall trends; (2) subregional trends; and (3) pupil-teacher ratio. The ninth section covers finance: (1) changes in constant prices; (2) public expenditure on education as percentage of Gross National Product; (3) public spending on education as percentage of government expenditure; (4) distribution by level of education; (5) expenditure per pupil/student; and (6) expenditure by purpose. Four statistical tables conclude the document. (DK)

ED 381 419 SO 024 641

Faichney, G. W., Needham, R. L.

#### Initiating Inquiry with Pre-Service Elementary Teachers.

Pub Date—94

Note—13p.; Paper presented at the International Social Studies Conference (3rd, Nairobi, Kenya, June 27-29, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports — Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Discovery Learning, Elementary Education, Foreign Countries, Higher Education, \*Inquiry, Learning Processes, Learning Strategies, \*Preservice Teacher Education, Questioning Techniques, \*Student Teachers, \*Teacher Education, Teacher Educator Education

Identifiers—California, England, Preservice Teachers

This conference paper reports on research related to inquiry and how to infuse this approach into teacher training for pre-service elementary teachers. By using personal experiences of a three month visit to California elementary schools and a driving tour of England, these experiences are correlated to inquiry training with a model adapted from Chandler/Taba research work. Social studies curriculum documents of Australia are employed, including "Social Education in the Nineties: A Basic Right For Every Person," to illustrate how this approach can be used to address the goals and objectives specified for the subject in Australia. (EH)

ED 381 420 SO 024 647

Anderman, Eric M., Johnston, Jerome

#### Motivational Influences on Adolescents' Current Events Knowledge.

Pub Date—Feb 94

Note—13p.; Paper presented at the Annual Meeting of the Society for Research on Adolescence (San Diego, CA, February 1994). This research was funded by a grant from Whittle Communications.

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, Behavioral Science Research, \*Current Events, Elementary School Students, High Schools, High School Students, Intermediate Grades, Junior High Schools, Junior High School Students, \*Learning Motivation, Middle Schools, \*Social Studies, \*Student Interests

Identifiers—Middle School Students

This paper describes a study that examined relationships among students' goals, efficacy beliefs, news-seeking behavior, and current events knowledge. The study expands on previous work on students' achievement related goals by examining the effects of goals and self-efficacy on knowledge of current events, a sub-domain of social studies. A sample of students from four middle schools and nine high schools ( $n=1148$ ) completed a current events test, and a motivational inventory in May 1993. The sample was 50 percent male and 50 percent

cent female, and 55 percent of the students studied current events in school as part of a course. Using path analysis, the researchers found that males in middle schools are more self-efficacious toward the news, while males in high schools are more performance oriented and seek news outside of school more than females. The study found that grade point average (GPA) is related positively to holding mastery goals toward the news for high school, but not middle school students. In both samples, mastery and performance goals only have indirect effects on knowledge, through either efficacy beliefs or news seeking behavior. In both samples, students who study current events in school are less mastery oriented than those who do not study the news in school (Author/DK)

**ED 381 421** SO 024 650

*Deemer, Milton L.*

**Toward a Model of Exhibit Development.**

Pub Date—[94]

Note—28p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Display Aids, \*Exhibits, Fine Arts, Humanities, Material Culture, Models, \*Museums, \*Realia, Three Dimensional Aids, \*Visual Aids

This research paper advocates that there is no apparent common language among museum exhibit literature that will facilitate those wishing to develop a display. The development process of a display is the same, regardless of the items on display. To address this problem of a common terminology, the recommendations need to be developed for a model to give structure to understanding of an idea and allow individual to deal with the relationships of concepts in visual terms. The first section of this paper briefly discusses four existing models: (1) Koran Jr., Longino and Shafer; (2) Miles, Alt, Gosling, Lewis, and Tost; (3) Velarde; and (4) Hall. The second section of the paper offers a model that focuses on the exhibit's communication process. This model is based on a holistic approach to the exhibit development process and recognizes the activities of all participants in the process, rather than a select group. The model also employs contributions from psychology, education, and communication in addressing the issues of message transmission. The terminology used in the model is drawn from the literature and is frequently the most common denominator that describes a concept. (EH)

**ED 381 422** SO 024 651

*Couto, Richard A.*

**Teaching Democracy through Experiential Education: Bringing the Community into the Classroom.**

Pub Date—Sep 94

Note—30p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 1-4, 1994).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Citizen Participation, \*Citizenship Education, Civics, \*Community Involvement, Community Programs, Democracy, \*Experiential Learning, Government School Relationship, Higher Education, Public Affairs Education, \*Public Service, \*School Community Relationship, Secondary Education, Social Responsibility, Social Values

Identifiers—University of Richmond VA

Experiential education, service learning in particular, offers one pedagogy for teaching democracy. This paper presents a rationale for teaching democracy through service learning and provides general and specific guidelines for accomplishing the goal. Models of service learning are described that teachers can incorporate into classroom assignments and other parts of the curriculum. Action research, one form of service learning, integrates community service and the democratic curriculum particularly well. Action research provides political scientists with inter-disciplinary research methods allied with critical theory. Service learning offers political scientists pedagogies to disseminate to other departments and schools. These methods for civic education express the goals of the traditional liberal arts and promote interdisciplinary study of power and equality. Two service learning programs at the University of Richmond are described, LINCIS (Learning in Community Settings) and COMPS (Community Problem Solving Seminar). (EH)

RIE AUG 1995

**ED 381 423** SO 024 652

*Titus, Dale N.*

**Values Education in American Secondary Schools.**

Pub Date—94

Note—16p.; Paper presented at the Kutztown University Education Conference (Kutztown, PA, September 16, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Citizenship Education, \*Codes of Ethics, \*Ethics, \*Humanistic Education, Individual Development, \*Integrity, \*Moral Development, \*Public Education, Public Schools, Secondary Education, Values, Values Clarification, \*Values Education

Identifiers—First Amendment, Supreme Court, United States Constitution

This paper highlights trends in values education in public secondary schools, crucial issues in both religious and secular values education, and effective strategies for teaching values in formal and invisible curricula. A review of the history of values education in the public schools is accompanied by relevant research pertaining to the "establishment clause" of the First Amendment and Supreme Court cases. The current debate over values education is updated with specific cases in Pennsylvania schools. The strategies for teaching values education include: (1) educating the whole person by focusing on student knowledge, behavior and feeling; (2) choosing content that honors and rewards virtue in exemplars, and encouraging reflection on values content; (3) using quotes, pledges, codes, and guidelines; (4) communicating clearly, consistently, sincerely, with high expectation for all students; (5) developing student skills in resisting peer pressure, maintaining self-respect, and resolving conflicts in nonviolent ways; (6) being a good role model through positive personal example; (7) using and requiring respectful language; (8) using the creation of and even-handed enforcement of just classroom rules to teach core values (compassion, courage, courtesy, fairness, honesty, kindness, loyalty, perseverance, respect and responsibility); (9) reinforcing the diligent work and virtuous behavior of students with praise and appreciation; (10) correcting unethical, immoral, and disrespectful behavior, or become an enabler; (11) having students work together cooperatively in heterogeneous groups; (12) involving peers, parents and community; (13) encouraging student involvement in community service; and (14) teaching, not preaching. (EH)

**ED 381 424** SO 024 653

*Manrique, Cecilia G.*

**Promoting Student Interactions: Electronic Conferencing.**

Pub Date—94

Note—24p.; Paper presented at the Annual Conference of the American Political Science Association (New York, NY, September 1-4, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Computer Mediated Communication, Computer Uses in Education, Electronic Mail, Higher Education, \*Information Networks, Political Science, \*Teleconferencing, Undergraduate Study

This research paper describes how E-Mail and Vax Notes were used in the Spring 1994 political science classes, "Contemporary Global Issues" and "Women and Politics," involving 80 students at the University of Wisconsin-La Crosse. By modeling and hands-on practice, students were introduced to the electronic mail and then given three major projects to complete; the projects are described. Data are analyzed in task-oriented responses or communications-oriented responses to questions related to the projects and their completion. Task-oriented responses viewed the electronic mail as a tool to complete the projects required and would have done more had they been asked. Communications-oriented responses viewed the electronic mail as a way to correspond easily and cheaply with the instructor, with other students on the projects, and with friends and relatives in and out of the institution who had electronic mail addresses. The conclusion identifies advantages and disadvantages of the use of this teaching technique. Contains 47 references. (EH)

**ED 381 425** SO 024 655

*Fitzhugh, William P.*

**Celebrating Geography: Geography in Everyday Life.**

Pub Date—Oct 94

Note—18p.; Paper presented at the Annual Meeting of the Maryland Council for the Social Studies (Annapolis, MD, October 1994).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Early Childhood Education, Elementary Education, Elementary School Curriculum, \*Geographic Concepts, \*Geographic Location, \*Geography, \*Geography Instruction, \*Social Studies, Teaching Methods

The paper suggests that the five fundamental themes of geography can serve as a good starting point for understanding how geography affects lives everyday in every way. Geography serves to remind people how interwoven geographic concepts are in individuals' lives. Ten activities are suggested to incorporate the five fundamental themes into a literature-based program. Some of the activities introduce vocabulary and geography to students in a non-traditional way. Other activities include biographies of family migration, songs, speech, dispersion of animals throughout the world, foods, clothing, dogs of the world, fabric, literature, and an ice-breaking activity requiring participants to locate places on a map. (EH)

**ED 381 426** SO 024 676

*Barnett, Elizabeth F.*

**Mary McLeod Bethune: Feminist, Educator, and Social Activist. Draft.**

Pub Date—94

Note—18p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 4-9, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Blacks, \*Black Studies, Civil Rights, Cultural Pluralism, \*Culture, \*Diversity (Institutional), Females, \*Feminism, Higher Education, \*Multicultural Education, Secondary Education, \*Women Studies

Identifiers—\*Bethune (Mary McLeod)

Multicultural education in the 1990s goes beyond the histories of particular ethnic and cultural groups to examine the context of oppression itself. The historical foundations of this modern conception of multicultural education are exemplified in the lives of African American women, whose stories are largely untold. Aspects of current theory and practice in curriculum transformation and multicultural education have roots in the activities of African American women. This paper discusses the life and contributions of Mary McLeod Bethune as an example of the interconnections among feminism, education, and social activism in early 20th century American life. (Author/EH)

**ED 381 427** SO 024 678

*Lieber, Carol Miller*

**Making Choices about Conflict, Security, and Peacemaking Part I: Personal Perspectives. A High School Conflict Resolution Curriculum. Field Test Version.**

Educators for Social Responsibility, Cambridge, MA.

Spons Agency—Missouri Univ., St. Louis. Center for International Studies.

Pub Date—94

Note—424p.; Part 2 projected for 1995 publication. Available from—Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Cognitive Processes, \*Conflict Resolution, Cross Cultural Studies, \*Decision Making, \*Global Approach, Global Education, International Relations, \*Multicultural Education, \*Peace, \*Problem Solving, Prosocial Behavior, Secondary Education, Secondary School Curriculum, Security (Psychology), Teaching Methods, \*World Affairs

Identifiers—Peace Education

This document presents a variety of materials for classroom use to address the issues of conflict, security, and peacemaking. Designed for high school, the lessons are presented from a personal perspective and intended for several learning environments, including: (1) integration into traditional courses; (2) self-contained one to two week units; (3) interdisciplinary units in the humanities; (4) a year's the-

matic focus; (5) a learning strategy approach; (6) a skill-centered approach; (7) schoolwide conflict resolution programs; and (8) conferences, schoolwide projects, and special events. The topics featured are: (1) "Introduction"; (2) "Security in Your Life" (8 activities); (3) "Dealing with Differences" (12 activities); (4) "Exploring the Nature of Conflict" (11 activities); (5) "Resolving Interpersonal Conflict" (11 activities); (6) "Dealing with Anger and Violence" (13 activities); (7) "Perspectives on War and Peacemaking" (14 activities); and (8) "Tools for Participation, Decision Making, and Problem Solving." Primary documents also are included, as are complete lesson plan procedures. (EH)

**ED 381 428** SO 024 681

*Peterson, Linda Vrooman Coopersmith, Nancy*  
**The Montana Social Studies Model Curriculum**  
Guide.

Montana State Office of Public Instruction, Helena.  
Pub Date—93  
Note—262p.

Available from—Montana Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.  
Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Citizenship Education, \*Core Curriculum, Curriculum Design, Curriculum Development, \*Educational Policy, \*Elementary Secondary Education, \*Social Studies, State Curriculum Guides, \*State Standards  
Identifiers—Montana

The Montana Social Studies Model Curriculum Guide specifies social studies core curriculum standards that must be completed by all K-12 students in order to meet Montana graduation requirements. The first of six sections, "A Model Curriculum Framework," provides the essence of the model guide with the K-12 model learners goals for the social studies in knowledge (content), skills, thinking, and values and attitudes. The model curriculum highlights sample units written for the four cluster groups, grades K-2, 3-5, 6-8, and 9-12. Section 2, "Montana: Past, Present, Future," suggests content and learner goals for Montana studies. K-12. Section 3, "Best Practices in Teaching and Learning in the Social Studies," describes effective teaching/learning strategies; the role of library media, technology, and information skills in the social studies; and assessment of the learning goals and program effectiveness. Section 4, "Where to Begin," presents a process for curriculum development and provides other example models by which to organize the social studies curriculum. Section 5, "Resources," furnishes supplemental materials that will assist curriculum committees with direct access to critical information given as the Administrative Rules of Montana, National Council for the Social Studies Position Statements, and teacher education program standards. Section 6, "References," includes the references used in preparing this document, a selected annotated bibliography, and an edited list of social studies organizations. (EH)

**ED 381 429** SO 024 682

*Cheek, Dennis W., Ed. Cheek, Kim A., Ed.*  
**Proceedings of the National Technological Literacy Conference (9th, Arlington, Virginia, January 21-23, 1994).**

National Association for Science, Technology, and Society, University Park, PA.

Pub Date—94  
Note—319p.; For related items, see ED 350 248, ED 339 671, ED 325 429, ED 315 326, and ED 308 099.

Pub Type—Collected Works - Proceedings (021)  
**EDRS Price - MF01/PC13 Plus Postage.**

Descriptors—Elementary Secondary Education, Energy Education, Environmental Education, Higher Education, \*Science and Society, Science Curriculum, Science Education, Scientific and Technical Information, \*Technological Literacy  
Twenty-six papers illustrate the wide reach of Science, Technology, and Society (STS) studies and education. A sampling of the first section on general STS studies includes: (1) "Technology, You, and the Law" (Kenneth S. Volk); (2) "The People From 'Away': Ending Racial and Economic Exploitation in the Siting of Toxic Wastes" (Glen J. Ernst); (3) "Constructing Space: The Shaping and Uses of the NASA-CIRSE Two-arm Robotic Tested" (Jeffrey L. Newcomer); (4) "Irradiation of Food" (Martin L. Sage); (5) "Biotech or Biowreck? The Implications of 'Jurassic Park' and Genetic Engineering" (Sharon L. Chapin; Leslie D. Chapin); and (6) "Overcoming Computer Anxiety in Adult Learn-

ers" (Mick Lantis; Marilyn Sulewski). A sampling of the second section on energy themes includes: "Incorporating Environmental Externalities into Electricity Markets" (Steven E. Letendre); and "Equity Concerns in U.S. Nuclear Energy Politics" (In-Wan Jung; Young-Doo Wang). A sampling of the third and fourth sections that present articles on STS Collegiate Programs and STS in K-12 education include: (1) "Design Methodology in STS Programs" (Marc J. deVries); (2) "Science, Diversity, and Community: Revitalizing Introductory Science Curricula: An Overview" (Jacqueline Ross); (3) "Trends and Dilemmas in Science, Technology and Society Education within K-12 Schools in the United States" (Dennis W. Cheek); and (4) "Minds 2000+, Internet and Global Change" (James L. Barnes). (DK)

**ED 381 430** SO 024 688

**The History Colloquium Manual: Energizing Professional Development for History Teachers.**  
Occasional Paper.

National Council for History Education, Inc., Westlake, OH.

Pub Date—94

Note—93p.

Available from—National Council for History Education, Inc., 26915 Westwood Road, Suite B-2 Westlake, OH 44145-4656.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Curriculum Development, Educational Planning, \*History Instruction, \*Inservice Education, Institutes (Training Programs), Instructional Development, \*Professional Continuing Education, \*Professional Development, \*Professional Training, \*Staff Development, \*Teacher Improvement

This occasional paper describes the National Council for History Education's program of professional development for history teachers along with the principles that were used to institute the program. The manual is intended as a guide for educators to establish their own history colloquium programs. The 10 sections are: (1) "Introduction"; (2) "The Colloquium Philosophy: A Way of Thinking About History and Teaching"; (3) "Planning the Kind of Inservice Experience We Always Wanted"; (4) "Choosing the Team"; (5) "Content: What Do We Do For Three Days?"; (6) "Logistics Are Important"; (7) "It's A Great Idea, But We Don't Have Any Money." Some thoughts on Costs and Fundraising"; (8) "A Colloquium of Your Own"; (9) "Personnel, Materials and Resources"; and (10) "Table of Contents for Appendixes." Twenty-two appendixes include sample letters, posters, forms, and checklists. (EH) Appendixes. (EH)

**ED 381 431** SO 024 689

*Becker, Theodore L.*

**The Televote Experiments: How Students Help Citizens Develop Informed and Deliberated Public Opinion.**

Pub Date—94

Note—48p.; Paper presented at the Annual Meeting of the American Political Science Association. (New York, NY, September 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Communications, Computers, Higher Education, \*Information Technology, Opinions, \*Political Attitudes, \*Public Opinion, Questionnaires, Research Utilization, \*Social Attitudes, Social Science Research, \*Surveys, Technology, \*Telecommunications, \*Voting  
Identifiers—\*Televote

This paper reviews the experiments done over the past 20 years with Televote, a generic term referring to voting by telecommunications (telephone, computers, etc.) As a method of public opinion polling, it is highly innovative and responsive to many of the criticisms often levied against public opinion research. The researcher describes work at the University of New Zealand and in Los Angeles. His personal research involved students conducting a content analysis of newspapers as to determine what the most important topics of concern were for a specified time period. The students and professors then interviewed via telephone for responses to survey questions. Approximately 380 Televoters were interviewed on any given topic. Of the 17 students who comprised the initial Televote staff, 15 replied to an anonymous questionnaire on the value of this interactive polling practice. Televote experiments demonstrate that public opinion polling in this man-

ner delivers an informed, deliberate public opinion, and is a valuable experiential learning approach when used in the university setting. (EH)

**ED 381 432** SO 024 699

*Serratore, Ann, Ed. Barney, William, Ed.*

**The Teaching of Ethics and Moral Reasoning in the Public Schools. Report of the 1991-1992 Study Committee, Fall 1992. A Position Paper.**

Connecticut Association for Supervision and Curriculum Development, Southport.

Pub Date—Jan 93

Note—55p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (49th, Chicago, IL, March 19-22, 1994).

Available from—Connecticut Association for Supervision and Curriculum, 134 Southport Woods Road, Southport, CT 06490.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Elementary School Curriculum, Elementary Secondary Education, Ethical Instruction, \*Ethics, \*Moral Development, Moral Issues, \*Moral Values, Personality Development, Philosophy, \*Public Schools, Secondary School Curriculum, Social Science Research, \*Values  
Identifiers—\*Connecticut

This report describes a study about teaching ethics and moral reasoning in the K-12 public schools of Connecticut. Two hundred adults and students were questioned in a random survey representing a cross section of communities in the state. The responses validate Gilligan's levels of moral development that shows different emphases of socialization between males and females. Emphasis for boys is on justice and independence while girls are trained to be nurturing, caring, and to value their connectedness to others. Often a dichotomy exists between purely cognitive moral reasoning and moral behaviors. This issue needs to be addressed through moral education. The table of contents lists the following: (1) "Introduction"; (2) "Rationale"; (3) "Definitions"; (4) "Understanding Developmental Issues as They Relate to Ethics and Moral Reasoning in the Public Schools"; (5) "Developmentally Appropriate Moral Education"; (6) "The Need for Ethics Education"; (7) "Ethics and Moral Reasoning, Goals, and Suggested Activities K-8"; (8) "Ethics and Moral Reasoning, Conceptual Course Outline, 9-12"; (9) "The Role of the Family in Teaching Values"; (10) "Case Study"; (11) "Conclusions and Recommendations"; (12) "Bibliography"; and (13) "About the Authors." As an example of effective strategies for use in a public school district to help resolve differences in values, a case study describing a conflict between proponents and opponents of a particular health curriculum is presented. Contains 81 references. (EH)

**ED 381 433** SO 024 701

*Goddard, J. Tim*

**The Sociocultural Contextualization of Educational Violence: Some Reflections on Northern Education.**

Pub Date—Jun 94

Note—10p.; Paper presented at the Annual Learned Societies Conference of the Society for Social Studies (Calgary, Alberta, Canada, June 12, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Aggression, \*Antisocial Behavior, Context Effect, \*Cultural Context, Delinquency, Elementary Secondary Education, Foreign Countries, School Security, \*Social Influence, Social Structure, Trend Analysis, \*Violence  
Identifiers—Canada

This position paper explores the issue of violence in northern Canadian schools and personal perceptions and reactions to the violent events. Spindler's phrase "sociocultural contextualization" is viewed as placing and examining education and the educative process within the social and cultural environment of the community served by the school. The study was based on four assumptions: (1) violence in the school is reflective of violence within the child; (2) violence within the child is reflective of violence within the home; (3) violence within the home is reflective of violence within the community; and (4) violence within the community is caused by poverty, unemployment, a sense of communal failure, and a history of pervasive social injustice.

tice. Violence is not an ethnic issue, nor is it something that develops out of culture or heritage. Until and unless the social causes of violence are addressed, relationships among children in schools will continue to be reflective of those relationships that exist within the wider community. It is a moral imperative for society to do all that is possible to insure that those communities become viable places in which to live. (EH)

**ED 381 434** SO 024 702

McCarthy, Kevin J.

**The Two Places Every School Reaches Quality.**

Pub Date—94

Note—10p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Athletics, Bands (Music), \*Cooperation, Elementary Secondary Education, Group Behavior, Interpersonal Relationship, Morale, \*Organizational Development, Team Training, \*Teamwork, \*Total Quality Management

This paper indicates that there are two school locations where the principles of quality are at work: on the team practice field and in the band rehearsal hall. Participants in instrumental music and athletics have shown significantly higher scores on achievement tests, higher grade point averages, and lower absenteeism than the rest of the school population. The methods used by the coach and the director are arrived at without reference to Deming's work or each other but reflect solutions to the same concerns faced by total quality management (TQM). The paper isolates these techniques and suggests ways of applying them to other educational settings. Barriers to classroom implementation are enumerated and alternative strategies are examined. (EH)

**ED 381 435** SO 024 703

Hirschberg, Diane Wells, Amy Stuart

**The Importance of Understanding the Social, Political and Historical Context of Education Reform: How Much Is Enough?**

Pub Date—Apr 94

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Ability Grouping, \*Change Strategies, \*Educational Change, \*Educational Improvement, \*Educational Innovation, Educational Trends, Innovation, \*School Restructuring, Secondary Education, Social Science Research, Student Placement, \*Track System (Education)

This paper describes a longitudinal study of 10 racially mixed secondary schools across the country where the leadership decided to move toward reducing ability grouping or tracking in their school. Examples of the schools under study included an Appalachian school in a moderately-sized city and a wealthy suburban school of a large metropolitan area of the Midwest. It is not possible to understand the change process in a school without understanding the social, political, and historical context within which the school exists. Research on education politics and policy making at the local level showed that community type and the issues being debated affect the decision making process. Contains 19 references. (EH)

**ED 381 436** SO 024 704

Thoma, Joan Thowser

**The "American Dilemma": Individualism, Diversity, Pluralism, and American Society.**

Pub Date—94

Note—28p; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Cross Cultural Studies, Cross Cultural Training, Cultural Awareness, \*Cultural Differences, \*Cultural Pluralism, Culture Contact, Elementary Secondary Education, Freedom, Human Dignity, \*Individualism, Multicultural Education, Philosophy

This paper posits that Americans have three frames of reference (individualism, diversity of origin, and pluralism) that impact values and actions. Individualism includes understanding relationships with others. The paper identifies and describes five

different types of individualism in U.S. culture: (1) Protestant; (2) republican; (3) utilitarian; (4) expressive; and (5) economic. Diversity of origin is identified by horizontal diversity (race, ethnicity, and gender) and vertical diversity (socioeconomic status and educational levels occurring in all horizontal groups). Pluralism refers to the holding of two or more viewpoints simultaneously. Forms of pluralism include: (1) coexistence; (2) cooperation; (3) co-explorers; and (4) co-enjoyment. These forms of pluralism may be used in multicultural education programs to enable students to learn an ethics of caring and hope for the country's future. (EH)

**ED 381 437** SO 024 705

Hale, Dennis

**Taking Citizenship Seriously.**

Pub Date—94

Note—30p; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 1-4, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Activism, \*Citizen Participation, \*Citizen Role, \*Citizenship, \*Citizenship Education, \*Citizenship Responsibility, Civics, Community Involvement, Juries, Voting

This paper outlines citizenship issues facing the United States today and presents ways to address these issues in society. Voter turnout, welfare issues, the national service program debate, curriculum reform, and multiculturalism all interface with issues of citizenship in a democracy. Elements contributing to the modern understanding of citizenship are examined. Citizenship includes membership in a particular nation, benefits of membership, and the duties of citizenship. Modern citizenship cannot be understood fully without first understanding ancient citizenship in Athens and Rome. An approach to taking the subject of citizenship more seriously also is advocated through examples of voting and jury service. (EH)

**ED 381 438** SO 024 706

Gill, Judith

**Shedding Some New Light on Old Truths: Student Attitudes to School in Terms of Year Level and Gender.**

Pub Date—94

Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Classroom Environment, Coeducation, Educational Environment, Educational Research, Foreign Countries, Grade 7, Grade 8, Grade 10, High Schools, \*Instructional Program Divisions, Junior High Schools, Sex, Sex Bias, Sex Differences, Single Sex Schools, \*Student Attitudes, \*Student Interests, \*Teacher Expectations of Students

Identifiers—Australia

The study focuses on the gendering of Australian school students through their participation in school. Specifically grades 7, 8 and 10 were studied. The initial group of 112 middle class students was studied by an ethnographic investigation of schooling practice in four classes of senior elementary school students for one year. Fifty-two students then traveled to the public high school and were further observed in the classroom and interviewed in small groups. Teachers also participated in the interviews. A contrast of the students at the girls-only school with those at the co-educational high school also was made. The students completed an attitude measure that had been validated previously with other Australian school students of a similar age. The results were consistent with pre-existing understandings of school-related gender differences. The girls as a group were disposed more favorably towards school than the boys, but were less positive about particular subject areas, such as mathematics and science. Contains 24 references. (EH)

**ED 381 439** SO 024 709

Jennings, James M.

**Comparative Analysis, Hypercard, and the Future of Social Studies Education.**

Pub Date—Nov 94

Note—26p; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 18, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Artificial Intelligence, \*Comparative Analysis, \*Computer Assisted Instruction, Constructivism (Learning), \*Discovery Learning, Educational Media, \*Hypermedia, \*Inquiry, Interactive Video, Learner Controlled Instruction, Multicultural Education, Multimedia Instruction, \*Multimedia Materials, \*Social Studies

This research paper seeks to address new theories of learning and instructional practices that will be needed to meet the demands of 21st century education. A brief review of the literature on the topics of constructivism, reflective inquiry, and multicultural education, which form the major elements of a computer-based system called HyperCAP, are outlined. Although the new theories of learning and instructional practices are generic, they still are applicable to the future of social studies education. The HyperCAP project is explained with special emphasis on comparative analysis, the framework for the three instructional elements, and HyperCard 2.1, the information management tool used to support the desired instructional environment. The HyperCAP project combines the use of print material with computer technology in an interactive environment which, through the use of HyperCard 2.1, will allow students of history to engage in activities that include auditory, visual, and cognitive learning devices. The status of the HyperCAP project begun in the 1993-94 school year is reviewed and the future of social studies education is discussed with implications for the electronic society and expanded technology, as well as the continuing topic of cultural diversity and the contributions of cultural groups to history. (EH)

**ED 381 440** SO 024 713

Jordan, Lois E.

**A Study of Learning Styles: The Importance of Individual Learning Preferences, the Procedures To Accommodate Those Preferences in the Classroom, and How Human Development Research Has Impact on the Process.**

Pub Date—93

Note—33p.

Available from—Lois Jordan, Social Studies Education, Metropolitan Public Schools, Davidson County School District, 2601 Bransford Avenue, Nashville, TN 37204.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Aptitude Treatment Interaction, \*Classroom Techniques, \*Cognitive Development, \*Cognitive Style, Intermediate Grades, Junior High Schools, Learning Modalities, \*Learning Strategies, Middle Schools, Teaching Methods

This paper explores the research of the learning styles manifested in the middle school classroom and the implications those differences have to a successful teaching-learning paradigm. Various projects in the field are examined, including how students are profiled, how instructional methods can be modified to suit the needs of each learner, and changes in the outer environment to ensure the strengths and weaknesses of the students are addressed. The problems inherent in any attempt to meet the profile of every student are discussed, among which are the necessity to alter preferred teaching styles and to offer many resources for learning a given unit. The benefits to utilizing learning styles in the educational format are presented, including students being better able to develop creativity and ability to reason, draw abstractions, analyze, give personal meaning to what they are learning, and to express themselves in powerful and self-fulfilling ways. These aspects are in keeping with the stated theories of human development experts, such as Piaget, Erikson, Bandura, and Maslow, among others. Contains 27 references. (Author/EH)

**ED 381 441** SO 024 714

Danzer, Gerald A., Ed. Wolf, Jacqueline, Ed.

**Source Maps and the Social Studies: Essays, Lesson Plans, and Materials from Cartographic Traditions in Western Civilization. The University of Illinois at Chicago World History Project, 1993.**

Illinois Univ., Champaign.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—94

# 156 Document Resumes

Note—144p.; Some maps and illustrations may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Area Studies, \*Cartography, Elementary Secondary Education, Geographic Concepts, \*Geographic Location, Geography, Inservice Teacher Education, Locational Skills (Social Studies), \*Maps, \*Map Skills, Social Studies, Topography, \*Western Civilization  
Identifiers—\*Mapping

This resource book results from a National Endowment for the Humanities Summer Institute for 30 teachers conducted in 1992 at the University of Illinois at Chicago. Curriculum materials developed were field-tested the following school year. Divided into three sections, part 1, "Essays," contains the following chapters: (1) "Maps in the Context of Time: The Historian's Contribution to Cartographic Literacy" (Gerald A. Danzer); (2) "The Center of the Earth: World Maps and Point of View Analysis" (Mark Newman); (3) "Islamic Maps in the Context of Western Civilization" (Kathleen Borghoff); and (4) "The Debate over Global Projections" (Raymond M. Brod). Part 2, "Lessons and Units," contains the following chapters: (1) "Early Civilizations in the Ancient Near East" (John Mullins); (2) "The Earliest World Map" (Victoria Goben); (3) "World Maps and World Views before Columbus" (Victoria Goben); (4) "Ancient and Medieval Maps for Classroom Discussion" (Charles Hart); and (5) "Mapping in Grades 5 and 6: Suggestions for a Unit" (Roger Anna). Part 3, "Urban Perspectives and Local Applications," contains the following chapters: (1) "Cities of the World: Cartographic and Historical Perspectives" (Charles Hart); (2) "The World in Our City: Ethnicity in Chicago" (Margaret Kania); and (3) "The History of Cicero Township: Cartographic Perspectives" (Charles E. Samec). Appendices offer additional maps and suggestions on how to use them in the classroom. (EH)

ED 381 442 SO 024 716

Lampe, Judith R. Roote, Gene E.

Enhancing Social Studies Achievement among Hispanic Students Using Cooperative Learning Work Groups.

Pub Date—94

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Active Learning, \*Cooperative Learning, Grade 4, \*Group Activities, Grouping (Instructional Purposes), Hispanic Americans, Intermediate Grades, \*Learning Strategies, Self Directed Groups, Small Group Instruction, \*Social Status, Student Participation, \*Teaching Methods  
Identifiers—Hispanic American Students

This paper reports on a 12-week study of 131 students in eight fourth-grade social studies classrooms in two elementary schools in the southwestern United States with low socioeconomic, high minority populations. Although research has indicated that cooperative learning enhances student achievement, promotes self-esteem, and improves interpersonal relations, few studies have focused on cooperative learning in elementary social studies. There is a close affinity between the goals of citizenship education and social skills promoted by cooperative learning. This investigation determined differences between achievement and self-esteem of Hispanic fourth-graders who received instruction using cooperative learning or traditional instruction. Results indicated higher achievement favoring cooperative learning and higher self-esteem for males regardless of treatment. Making connections between social studies goals and cooperative learning offers a valuable tool for improving social studies education. Contains 26 references. (Author/EH)

ED 381 443 SO 024 718

Van Patten, James J. Bolding, James T.

Politikverdrossenheit and the Future of Education.

Pub Date—94

Note—12p.; Paper presented at the Annual Meeting of the Society for Philosophy and History of Education (Fayetteville, AR, September 22-24, 1994).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Citizenship Education, Educational Attitudes, Educational Policy, \*Political Atti-

tudes, \*Political Influences, \*Political Issues, \*Politics, \*Public Policy

Identifiers—\*Politikverdrossenheit

In this review of literature, the researchers draw upon the history of politics and education as they overlap in society. Politikverdrossenheit is defined as disillusionment with politics in education and society, a concept researchers feel is unproductive. The development of the collective social and educational system is traced through the stages of: (1) Individuals as Political by Nature; (2) Politics of Social Justice; (3) Postmodernism: Celebration of Diversity; (4) Politics of Evaluation; (5) Politics of Reform Reports; and (6) Individuals as Political Animals. The political bent of individuals to enhance the quality of communications, self-esteem and self-worth of others, is advocated in order to build consensus and create an improved society. (EH)

ED 381 444 SO 024 719

Chamberlain, Elizabeth

Power, Consent, and Adolescent Sexual Harassment.

Pub Date—94

Note—22p.; Paper presented at the Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1994).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, Anger, \*Civil Rights, \*Educational Discrimination, Equal Education, Fear, Females, Feminism, Intermediate Grades, Junior High Schools, Middle Schools, Power Structure, Public Schools, Sex, \*Sex Bias, Sex Stereotypes, \*Sexual Harassment, Social Bias  
Identifiers—Case Law, Consent, Power

This paper reviews the literature and case law related to the issue of sexual harassment of females and specifically focuses on the adolescent female in the public middle school setting. The controversial thesis statement the researcher explored was: "sexual harassment is a manifestation of the ubiquitous power imbalance between men and women that is an essential part of the institution of compulsory heterosexuality. Any and all attempts, by laws, policies, or educational programs to eradicate sexual harassment will remain largely necessary but not sufficient until the root cause, power imbalance, is recognized." The study: (1) analyzes the relevant notions of power; (2) describes the relationship between gender and power; (3) considers the characteristics of the legal view of sexual harassment, especially within a school setting; and (4) examines sexual harassment in schools in terms of power. The power differential seen in schools is a reflection of the notion of power in existence in the larger society. (EH)

ED 381 445 SO 024 720

Ewing, E. Thomas

Soviet Teachers and the Politics of Identity, 1931-1939.

Pub Date—Apr 94

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 7, 1994).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational History, Elementary Secondary Education, Foreign Countries, \*Historiography, History Instruction, Modern History, \*Non Western Civilization, \*Politics of Education, \*Social History, State Action, State Programs, States Powers, Statewide Planning, \*World History

Identifiers—Stalin (Joseph), \*USSR

This historical review describes the expansion of elementary and secondary education in the Soviet Union during the decade of the 1930's under the Stalinist regime. This study explores how teachers participated in shaping the relationship between education and Stalinist political culture by examining how teachers made sense of their position in society and how this understanding shaped their actions and attitudes. By focusing on the identities of Soviet teachers, this study draws on important new approaches to the history of education and the study of Stalinism. To explore the relationship between the lives of teachers and the images constructed in public discourse, particular attention is devoted to Olga Fedorovna Leonova, a Moscow elementary teacher who was a delegate to the 8th All Union Congress of Soviets in 1936. Highlights of the life and career of this teacher and the interweaving of

her life with the Stalinist tradition and expectations are described. The history of the decade is recalled with specific incidents from this woman's career, as well as the experiences of other teachers of this time. (EH)

ED 381 446 SO 024 722

Hootstein, Edward W.

Motivational Strategies and Implicit Theories of Social Studies Teachers.

Pub Date—Apr 94

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Classroom Techniques, Grade 8, History Instruction, Junior High Schools, \*Learning Motivation, Middle Schools, \*Motivation Techniques, Secondary School Teachers, \*Social Studies, Student Attitudes, \*Student Motivation, Teaching Methods

This research reports on a descriptive study conducted by interviewing 18 U.S. history teachers of eighth-graders in seven middle schools in a Pacific Northwest school district. The volunteers were from middle-class suburban schools with an average of 15 years teaching experience. The research questions focused on: (1) What strategies do social studies teachers use to motivate students to learn U.S. history? (2) What reasons do these teachers provide to explain their use of particular motivational strategies? and (3) What implicit theories do the teachers hold about the goals of their instruction? and (4) How do their goals for U.S. history instruction relate to their use of motivational strategies? The study showed the five most frequently mentioned strategies were simulations, projects, games, historical novels, and relating history to the present. A sample of the teachers' students expressed a desire for strategies that encourage active participation and suggestions for teachers to make the study of history more realistic. Findings suggested that teachers need to make the U.S. history curriculum motivating by including supplemental activities. Contains 16 references. (EH)

ED 381 447 SO 024 723

Hays, Patricia A. Ed. Gronewald, Anita, Ed.

Balancing Unity and Diversity in a Changing World. Proceedings of the International Congress on Challenges to Education (Oahu, Hawaii, July 6-8, 1994).

Pub Date—Jul 94

Note—48p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Correctional Education, Cross Cultural Studies, \*Cultural Differences, Cultural Interrelationships, \*Cultural Pluralism, Foreign Countries, \*Global Education, \*International Education, \*Literacy, \*Multicultural Education, \*Technology

The papers in this collection are divided into five sections: literacy, correctional education, multicultural and issues of diversity, technology, and general education. The articles include: "Creating a Literate Society through Home School Instruction" (Doris A. Henry); "Inclusive Strategies for Content Area Teaching" (Jeanne M. Jacobson); "Becoming Literate: Schooling and Global Involvement" (Rita Roth); "History of Correctional Education" (Thom Gehring; Carolyn Eggleston); "The Delivery of Special Education Inservice Training to Educators in Correctional Settings Via Audio and Computer Conferences: A Collaborative Problem Solving Approach" (Roseanne Hessmiller); "Building International/Cultural Awareness and Understanding through Bibliotherapy: Correctional Education Approaches in Different Cultures" (Salvatore M. Messina); "Using Multicultural Literature in Teaching To Promote International Awareness" (Thomas W. Bean); "Teaching in the Multicultural Classroom" (Yvonne Callaway, Evelyn Mahmud, and Wanda Cook-Robinson); "Harmony and Diversity" (Paul M. Hollingsworth, Keith R. Burnett, and Roy Winstead); "Celebrating Diversity: Enhancing Multicultural Appreciation" (Dorothy Lee Singleton and Nancy Maaztal); "Transcultural Health: Principles and Practices" (Susan C. Slanin); "Technology: Contrasts and Complexities—Small Private Universities and Large Comprehensive Public Universities" (Jacquelyn Alexander and James Yates); "Technology Supported Teacher Education: Implementing a Global Vision" (Kathleen L. Daly); "Environmental Physics: A Conceptual Approach to the Study of Science" (Thomas B. Cobb); "Creating Collaborative Coalitions To Meet the Challenge of

Diverse Urban Classrooms" (Donna Evans and Cheryl Fountain); "Attitudes and Values in Formal Environmental Education: The Case of Quebec" (France Jutras); "The Teacher Researcher: From Promise to Power" (Jane McGraw); "A Comparison of Education of Principals in the Philippines with California" (Arthur J. Townley); June H. Schneider, and Cesar A. Hidalgo; and "Basic Economics Tests in Japan: The Results in High Schools and the Comparison with University Students" (Michio Yamaoka). (EH)

ED 381 448 SO 024 724

Lee, Jennifer M.

Effectiveness of the Use of Simulations in a Social Studies Classroom.

Pub Date—May 94

Note—68p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Educational Games, Grade 5, Instructional Materials, Intermediate Grades, Learning Activities, \*Learning Strategies, Models, \*Simulated Environment, \*Simulation, \*Social Studies, \*Teaching Methods

This study discusses the effectiveness of the use of simulations in a social studies classroom. The purposes were to: (1) define a simulation; (2) discuss its origin and underlying educational philosophy that advocates its uses in the classroom; and (3) analyze the current literature available and answer some of the controversial questions posed by education researchers about the educational value of simulations to teach content and factual information. The study describes a field study of two fifth grade classrooms with one as the control group and one the experimental group. The two groups were taught about working conditions, labor unions, and the process of collective bargaining. The study showed that the use of simulations did not inhibit the learning of factual information when compared to the control group taught in the traditional lecture and question-answer mode. The use of simulation brought more significant affective and social awareness to the plight of the laborers in the beginning of the 19th century. The appendix contains the lessons used to teach this unit. Contains 11 references. (EH)

ED 381 449 SO 024 725

Banks, Dennis N. Stave, Anna M.

Promoting Curriculum Integration through Example or Practice What You Preach: A Case Study.

Pub Date—Nov 94

Note—24p; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 18, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Development, \*Curriculum Enrichment, Elementary Secondary Education, English Curriculum, Higher Education, Instructional Development, \*Integrated Activities, \*Interdisciplinary Approach, Preservice Teacher Education, Social Studies, Teacher Education, \*Teaching Methods

This paper reports on a collaborative project with 20 preservice teacher education students to develop methods for working with curriculum integration of English and social studies. A portion of the methods class was team taught and involved the students in the preparation of interdisciplinary units on a young adult novel. This modeling of the process of integration followed a pattern of community building that was reflected in the student work. Through observation and student journal entries, the study showed that a valuable teaching technique was developed. Both students and professors were changed by the experience. (Author/EH)

ED 381 450 SO 024 726

McKague, Thomas, Ed. Waelder, Patricia K., Ed.

Bridges to Understanding: Writings by OCC International Students, Spring 1994.

Onondaga Community Coll., Syracuse, NY.

Pub Date—Apr 94

Note—24p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, English (Second Language), Foreign Students, \*Language Arts, \*Personal Narratives, \*Self Expression, \*Student Journals, Two Year Colleges, Two Year College Students, Writing (Composition), \*Writing Exercises

Identifiers—Onondaga Community College NY

This booklet contains the writings of international students enrolled in the English for Speakers of Other Languages (ESOL) at Onondaga Community College (New York). The contributed writings were viewed as bridges to understanding among the world's peoples. The collection of essays, poems and short stories includes: (1) "Our Lives in the USA" (Theresa Letkiewicz-Poland); (2) "The New Immigrant Experience" (Alexander Woode-Ghana); (3) "Thoughts from Puerto Rico" (Marisol Carrasquillo-Puerto Rico); (4) "Yao the Orphan, A Hmong Folk Tale" (Dee Lee-Laos); (5) "The Love" (Fareed O. Ibrahim-Congo); (6) "Dreaming Love" (Fareed O. Ibrahim-Congo); (7) "The Mesh" (Alexander Woode-Ghana); (8) "A Significant Moment" (Yaroslav Leshchishin-Ukraine); (9) "Letter to My Coach" (Carmen McMahon-Chile); (10) "The Ideal Roommate" (Anonymous 1); (11) "Impressions of a New Arrival" (Anonymous 2); (12) "My Favorite Place" (Igor Bloshkin-Ukraine); (13) "Learning New Things" (Nhon Pham-Vietnam); (14) "My Future" (Nelda Ortiz-Puerto Rico); (15) "Stranger at Home, Excerpt from a Journal Entry" (Elina Petrillo-Uzbek); (16) "How I Got to Typing School" (Osman Ahmed-Ethiopia); (17) "It's Not Fair!" (Jianping Chen-China); (18) "Playing Soccer" (Tan Ho-Vietnam); (19) "The Punic Wars" (Ehab F. Altajjalalouqi-Palestine); (20) "My Fears" (Louiza D'Souza-India); (21) "A Summer Festival in Japan" (Etsuko Kijima-Japan); (22) "My Twin Cousins" (Fei Zheng-China); (23) "Altruistic Behavior in Society Today" (Janna Sereda-Ukraine); (24) "Tiger Hill in Suzhou" (Chaomei Jing-China); (25) "How to Buy a Used Car" (Victor Kuts-Ukraine); and (26) "Amanda, A Characterization from 'The Glass Menagerie'" (Vivian Lee-China). (EH)

ED 381 451 SO 024 727

Anderman, Eric M. Johnston, Jerome

Achievement Goals and Current Events Knowledge.

Pub Date—Apr 94

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Research funded by a grant from Whittle Communications.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Conflict, \*Controversial Issues (Course Content), Course Content, Critical Thinking, \*Current Events, High Schools, High School Students, Knowledge Level, Moral Issues, \*Political Issues, \*Public Affairs Education, Social Change, Social Problems, Social Studies, Values, \*World Affairs, \*World Problems

Identifiers—Channel One

This study examines the effects of school contexts, individual differences, and motivational goals and benefits on current events knowledge. A review of the literature focuses on motivation study of goal theory and self-efficacy. The sample includes 798 students from nine high schools (grades 9-12) in diverse geographical locations and of various socioeconomic levels and who had access to Channel One news programs in the school. Data came from a pre-test and post-test, conducted in February and May 1993. Findings suggest that students who study current events in school or watch TV news in school know more, are more interested, and are more likely to engage in news-seeking behaviors outside of school. The study presents a model which suggests that the relationship between school/contextual factors and current knowledge is mediated by goals, efficacy beliefs and news-seeking behaviors beyond the classroom setting. The question also is raised about the difference between "watching the news" and "studying the news" in the classroom. Contains 43 references. (EH)

ED 381 452 SO 024 732

Economics, Kindergarten-Grade 6, A Curriculum Resource Guide.

Texas Council for Economic Education, Houston; Texas Education Agency, Austin.

Pub Date—94

Note—549p.

Available from—Texas Council on Economic Education, P.O. Box 56187, Houston, TX 77256.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—\*Economics, \*Economics Education, Educational Objectives, Elementary Education, Elementary School Curriculum, \*Social Studies,

\*State Curriculum Guides, Teaching Methods Identifiers—Texas

This resource guide results from a joint project of the Texas Council on Economic Education and the Texas Education Agency. For each of the elementary school grades, the guide presents interdisciplinary lessons that feature an integrated approach to the teaching of economics. The lessons are devoted to a number of basic economics concepts. The understanding of these concepts will provide students a foundation on which to build economics knowledge and skills for lifelong use. An economics concept chart is presented with scope and sequence noted for each grade level. Lessons focus on the economics concepts of: (1) scarcity; (2) wants; (3) resources; (4) goods and services; (5) opportunity costs; (6) production; (7) specialization; (8) exchange; (9) money; (10) economic systems; (11) economic institutions and incentives; (12) markets and prices; (13) supply and demand; (14) competition; (15) income distribution; (16) role of government; (17) unemployment; and (18) absolute and comparative advantage. Attachments and supplementary materials accompany the lessons. (EH)

ED 381 453 SO 024 740

Equity in World History: Women in World History.

A Training Module. Equity in Education.

The Alaska Project.

Alaska State Dept. of Education, Juneau.

Pub Date—90

Note—70p.; For related document, see ED 380 382.

Available from—Department of Education, P.O. Box F, Juneau, Alaska 99811-0500.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Civil Rights, Elementary Secondary Education, Equal Education, Inservice Teacher Education, Justice, \*Sex Bias, \*Sex Discrimination, Teaching Methods, \*Womens Studies, \*World History

This world history equity module was developed as a teacher training resource for use by Alaska local school districts. The manual is divided to facilitate the development of district professional development activities as well as to provide specific examples for inclusion of women in the curriculum. Alaska has one of the strongest state sex discrimination laws in the United States. This manual is an attempt to aid school districts in meeting the requirement for sex equity training and increasing awareness of sex bias. A training workshop agenda would focus on the following: (1) Introductions; (2) Women's World, Men's World; (3) Thirty-nine Guests at The Dinner Table; (4) Sharing Ideas for Women's World History; and (5) Closure: Does it Matter That We Don't Teach Women's History? Biographies of 39 notable women and activities are included for this 3-hour workshop. (EH)

ED 381 454 SO 024 743

Fenwick, Tara Parsons, Jim

Teaching Social Studies by Teaching Language Arts: Three Papers on Using Language Arts Skills in Social Studies Teaching.

Pub Date—[94]

Note—48p.

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Content Area Writing, Elementary Secondary Education, Foreign Countries, \*Interdisciplinary Approach, \*Language Arts, \*Social Studies, \*Teaching Methods, \*Writing Across the Curriculum, \*Writing Skills, Writing Strategies

These three papers deal with ways to incorporate social studies into the language arts curriculum. The first paper, "What Social Studies Teachers Need To Know about Language Arts," provides suggestions on the writing process and how that process can be used in the social studies. Paper 2, "Applying Communications Activities to Learning Processes in Senior High Social Studies," describes the Diagnostic Learning and Communication Processes Program with practical activities and specific instructional suggestions for social studies teachers based on these principles. Paper 3 focuses on "Teaching Social Studies by Teaching Writing." A variety of activity ideas are presented that focus on the five communication processes of reading, writing, speaking, listening, and viewing. Three assignments incorporated into this paper include the learning log, the portfolio, and the project. (EH)

## ED 381 455

SO 024 744

Walstad, William R.

**Economic Knowledge, Economic Education and Public Opinion on Economic Issues.**

Pub Date—Mar 94

Note—33p; Paper presented at the Annual Meeting of the Midwest Economics Association (Chicago, IL, March 26, 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beliefs, Economic Research, \*Economics, \*Economics Education, Expectation, \*Opinions, Political Attitudes, \*Public Opinion, \*Social Attitudes, Social Science Research, Surveys

This research study was based upon a national survey in March 1992, conducted to assess the economic literacy of the U.S. public. The survey data were used to measure the economic knowledge of the public, to identify factors that affect economic knowledge, and to evaluate the influence of economic knowledge on public opinion about current economic issues. The survey data were collected by The Gallup Organization via telephone interviews from a national random sample of 1,005 adults aged 18 years or older. The survey instrument, developed by a national committee of 10 economists drawn from education, business, and labor, contained 46 questions that tested economic knowledge, sought opinions on economics issues, and gathered information on background characteristics, such as education and income of respondents. The public showed significant deficiencies in their knowledge and awareness of basic economics in such areas as unemployment, inflation, and economic growth. All survey respondents had strong opinions about economic issues despite having limited economic knowledge. Economic illiteracy has the potential to misshape public opinion on economic issues and lead to policies that have negative or perverse effects on the economy and on economic institutions. Contains 8 tables. (EH)

## ED 381 456

SO 024 752

Reves, James II

**Evaluation of the 1991-92 Bill of Rights in a Multicultural Society Project. OER Report.**

New York City Board of Education, Brooklyn, NY.

Office of Educational Research.

Pub Date—Aug 94

Note—20p.

Available from—Office of Educational Research, New York City Board of Education, 110 Livingston Street, Room 507, Brooklyn, NY 11201.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Constitutional History, \*Curriculum Development, Law Related Education, \*Multicultural Education, Program Evaluation, Secondary Education, \*Social Studies, Teacher Education

Identifiers—\*Bill of Rights, New York City Board of Education

This report evaluates the Bill of Rights in a Multicultural Society Project. The project was developed by the Social Studies Unit of the Board of Education's Division of Instruction and Professional Development of the city of New York. The purpose of the project, which consisted of a week long summer institute in August 1991 at Brooklyn Law School, and two follow up workshops held at the end of the following fall and spring semesters, was to increase the participants' (secondary-level teachers and administrators) knowledge of the Bill of Rights, and to develop and disseminate an innovative Bill of Rights curriculum. The 27 participants in the summer institute were taught about the theory and history of the Bill of Rights by historians and legal scholars. They used this knowledge to develop a Bill of Rights curriculum to be used in their individual classrooms. Up to 84 percent of the participants rated the summer institute areas as either very good or excellent, and none of the respondents rated any of the institute areas as poor. No data from the first follow up workshop was collected, but the second follow up workshop received an overwhelmingly positive rating with five of the six aspects being rated "excellent" by 55 percent or more of the participants. The report concludes that the objectives of increasing participants knowledge of the Bill of Rights, the development of a Bill of Rights curriculum, and the dissemination of a curriculum were all achieved. Recommendations include adding a bilingual component, and providing incentives to increase atten-

dance. (DK)

## ED 381 457

SO 024 754

Winkler, Henry R.

**The Role of Higher Education in Enhancing History Education in the Schools.**

Pub Date—Jan 94

Note—15p; Paper presented at the Annual Meeting of the American Historical Association (San Francisco, CA, January 4, 1994).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Standards, College Preparation, \*College School Cooperation, \*Educational Change, \*Educational Cooperation, Elementary Secondary Education, Higher Education, \*History Instruction, \*Partnerships in Education, School Restructuring

The paper advocates a closer working relationship between classroom teachers and the university faculty in the following areas: (1) teacher preparation for the classroom at the undergraduate level; (2) revision of some of the graduate training in history to focus more on pedagogical concerns, along with the content of history; (3) greater awareness and involvement at the university level in such initiatives as the Advanced Placement Program, the John Hays Fellows Program in the humanities of the '60s, and the National History Day Program; (4) an understanding by the university faculty of the reform initiatives underway in the local schools; and (5) participation in the discussions regarding the content standards of history. (EH)

## ED 381 458

SO 024 756

Dudley, Bobby G., Ed.

**Teaching Economics Conference (5th, Pittsburgh, Pennsylvania, February 10-12, 1994).**

Spons. Agency—McGraw-Hill Book Co., New York, N.Y.; Robert Morris Coll., Coraopolis, Pa.

Pub Date—94

Note—225p.

Pub Type—Speeches/Meeting Papers (150) — Collected Works - General (020)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Business, \*Change Strategies, Comparative Analysis, Curriculum Development, \*Economics, \*Economics Education, \*Educational Change, \*Educational Innovation, Elementary Secondary Education, Higher Education, School Restructuring, Teacher Education

This collection of 21 papers delivered by university professors and other representatives from throughout the United States focuses on economics teaching in the classroom from a variety of perspectives. The papers include: (1) "Internationalizing the Curriculum: The United States in a Global Economy: International Issues for the Beginning Student" (R. Adkins); (2) "Spreadsheets in the Electronic Economics Classroom: An Experiment in New Technology" (H. Booker); (3) "Microeconomics with Microcomputers: Graphing the AH-HA" (Q. Ciolfi); (4) "Applying TQM in the Classroom" (G. Cole); (5) "A Beverage Industry Case Study Approach to Introductory Economics" (M. Connell); (6) "Improving Economics Instruction in the First Course: Teach Economics as a Second Language" (R. Crowe); (7) "Developing a Tool for Measuring Teacher Effectiveness" (V. Free); (8) "The Impact of Mandatory Attendance on Student Performance" (G. Gerstner); (9) "Microeconomics and Total Quality Management" (B. Greenberg); (10) "Designing Controversy: Enhancing Higher Order Thinking about Economics and Social Work" (N. Hampton; B. Stadium); (11) "Designing Multiple Choice Tests" (R. Hansen; J. Gleason); (12) "Teaching Economics Via Satellite" (B. Harik); (13) "Action Research Groups as a Student Learning Tool" (J. Ilacqua); (14) "A Computer-Based Research Project for an Undergraduate Course in Development Economics: Discussion and Evaluation" (L. Kinney; E. Adams); (15) "Maximizing Output in the Economics Classroom: Integrating Necessary Skills" (L. Manning); (16) "Student Uses of Personal Computers in Teaching Economics" (M. Moyni); (17) "Teaching Economics: Some Information from the Marketplace" (D. Oyen; E. Young); (18) "Using the COMPENSTAT Assignment Generator" (W. Sanders); (19) "The Impact of Two Curricular Changes on Student Achievement in Economic Principles: Some Evidence from an Open Admissions University" (T. Schibik; S. Cox; M. Khayum); (20) "Total Quality Management in the Classroom: A Production Experiment" (M. Tansy); and (21) "How Market Demand Determines

Market Supply: A Computer-Animated Illustration" (A. Wilkins; D. Thompson). (EH)

## ED 381 459

SO 024 771

Crane, Anne And Others

**Communicating with Middle Childhood Students of Varied Learning Styles: Social Studies and Language Arts-Related Strategies that Work.**

Pub Date—Nov 94

Note—16p; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 21, 1994).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Processes, \*Cognitive Style, Grade 7, Junior High Schools, Junior High School Students, \*Language Arts, Learning Modalities, \*Learning Strategies, Middle Schools, \*Social Studies, Teaching Methods

Identifiers—Middle School Students

This paper contains a variety of instructional strategies and a review of research related to different learning styles. A learning styles inventory, style profiles, and information regarding some types of activities for students with different learning styles are included. Two sample lesson plans introduce and describe the inductive learning strategy technique. A description of the Readers Theater strategy with accompanying illustrations also is included. The lessons are designed for grade 7 but could be modified for other grade levels and curricular areas. (EH)

## ED 381 460

SO 024 772

Sisemore, Pamela

**Elementary Teacher Attitudes and Beliefs Regarding Religion and Education Compared with the American Population as a Whole, and Related Legal Decisions.**

Pub Date—94

Note—78p.; Master's Thesis, University of Hawaii at Manoa.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Academic Freedom, Attitudes, Beliefs, Civil Liberties, \*Constitutional Law, Elementary Education, \*Elementary School Teachers, Intellectual Freedom, Law Related Education, Parochial Schools, Public Schools, Religion Studies, \*State Church Separation, \*Teacher Rights

Identifiers—California, Hawaii, United States Constitution

This paper proposes that U.S. teachers are mostly uninformed and misinformed about the appropriate place of religion on the school campus and in the classroom. Four critical questions are addressed: (1) What does the U.S. Constitution say about education and/or religion? (2) What are the current court decisions regarding specific religious teaching or activities in the school, and how informed are elementary teachers about these decisions? (3) Regarding religion and related curriculum, what do elementary teachers do/teach in the classroom? and (4) Do the basic beliefs and value systems of teachers match those of the general population? A 10-page written survey was distributed at random to approximately 100 public and parochial elementary school teachers in Hawaii and in California. Forty-eight (38 public and 10 parochial) were returned and evaluated. A literature search was used to gain additional data related to the topic. Charts and graphs accompany the text. The survey instrument is appended. (EH)

## ED 381 461

SO 024 774

Houser, Neil O.

**Social Studies "on the Backburner": Views from the Field.**

Pub Date—94

Note—42p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Evaluation, Educational Methods, \*Educational Objectives, \*Educational Practices, Educational Research, Educational Trends, Elementary Education, \*Elementary School Curriculum, Elementary School Teachers, \*Social Studies, Teaching Methods

Identifiers—Delaware

It is the view of this research paper that elementary social studies is "on the backburner" in school classrooms. Data were gathered by four means: (1) a statewide survey of 15 of the 19 Delaware public

school districts to gather responses from social studies supervisors or their equivalents; (2) a statewide survey of elementary school representatives, including teachers and principals; (3) qualitative interviews of 20 teachers throughout the state; and (4) the collection and review of state documents, including state and district curriculum guides and state census information. The study suggests a heavy competition for resources, low student interest and teacher concern, and a highly sanitized and educationally uneven curriculum are among the conditions underlying the underrepresentation and undervaluing of social studies in the curriculum. Limited opportunity for substantive social development of students is the most important effect of this lack of emphasis in the elementary classrooms. To increase the importance of social studies in the elementary schools will require an understanding of the interrelated nature of the underlying conditions of the classroom and an appreciation of the classroom practitioners' influence upon curriculum and instruction. (EH)

ED 381 462 SO 024 778

Anderson, Charlotte C. And Others  
**Global Understandings: A Framework for Teaching and Learning.**

Spons Agency—Association for Supervision and Curriculum Development, Alexandria, VA.  
Report No.—ISBN-0-87120-240-9

Pub Date—94

Note—114p.

Available from—Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314 (\$14.95).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Cultural Awareness, Elementary Secondary Education, \*Global Approach, \*Global Education, Instructional Materials, \*Multicultural Education, \*Teaching Methods

This framework provides rationale, activities, and assessments to integrate global education into the curriculum. Divided into three parts, part 1, "The Framework," contains six sections: (1) "The Rationale for a Global Framework"; (2) "An Overview of the Framework"; (3) "You are a HUMAN BEING"; (4) "Your home is PLANET EARTH"; (5) "You are a CITIZEN of (your nation-state), a multicultural society"; and (6) "You live in an INTERRELATED WORLD." Part 2, Sample Integrated Units, contains two sections: (1) "Walls"; and (2) "Diversity and Commonality." Part 3, "Performance Assessment in Global Education," contains five sections: (1) "Introduction"; (2) "Portfolios"; (3) "Exhibitions"; (4) "Simulations and Role Plays"; and (5) "Planning for Assessment." A listing of resources for global education and an appendix are included. Contains 33 references. (EH)

ED 381 463 SO 024 785

Birzea, Cesar

**School Legislation: Dialogue on the Reforms in Central and Eastern Europe. A Secondary Education for Europe. General Report. Council for Cultural Co-Operation (CDCC) Seminar (Brussels, Belgium, December 13-15, 1993).**

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS/SE/Sec (94)5

Pub Date—94

Note—30p.

Available from—Council of Europe, F-67006 Strasbourg Cedex, France.

Pub Type—Collected Works—Proceedings (021)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Comparative Education, \*Cross Cultural Studies, \*Educational Change, \*Educational Policy, Elementary Secondary Education, \*International Education, International Studies, Political Influences, \*Political Science, Politics of Education, Social Change

Identifiers—Europe (Central), Europe (East)

This seminar report focuses on school legislation reforms in Central and Eastern Europe. The seminar was part of the "Secondary Education for Europe" project. The aims of the seminar included: (1) to outline legislative reforms concerning the school systems in Central and Eastern countries; (2) to highlight questions; and (3) to compare possible solutions by taking into account Western European experiences. The first of five parts is the introduction. Part 2, "School Legislation Reform," contains the following sections: (1) Typology of legislative

measures in education; (2) The functions of legislation in education; (3) The education law in the context of educational reform; and (4) Legislative changes in Central and Eastern Europe. Part 3, "Specific Problems," focuses on: (1) Centralization and decentralization of education; (2) Private education; and (3) The rights of minorities. Part 4 stresses "Educational Reforms: Strategies, Implementation and Evaluation." Part 5 offers "Conclusions and Recommendations." Appendix 1 contains the seminar program while Appendix 2 contains a list of participants to the conference. (EH)

ED 381 464 SO 024 789

Stomfay-Stitz, Aline M.

**Peace Education for Children: Historical Perspectives.**

Pub Date—94

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 7, 1994).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, \*Conflict, \*Conflict Resolution, \*Decision Making, Educational Planning, Elementary Secondary Education, Global Education, Human Relations, International Relations, Interpersonal Communication, \*Peace, Problem Solving, Prosocial Behavior, Teaching Methods, War

Identifiers—\*Peace Education

This research paper addresses the development of peace education initiatives through exploring primary sources, photographs, essays, prayers and writings of children from 1828 until the present. There has been a "hidden history" of peace education that chronicles humanitarian and education efforts but has not been clearly documented. Critical turning points in peace education history are identified with explanations as to their success or failure. An infusion or integration of peace studies into the teacher education programs, both preservice and inservice, and a part of undergraduate and graduate programs is advocated. "Voices from the Past for Peace...and Peace Education," which has excerpts of writings related to the topic from 1847 to 1991, is included. (EH)

ED 381 465 SO 024 822

Siler, Carl R.

**Muncie Remembers that Day in Dallas, November 22, 1963, Volume 1.**

Pub Date—94

Note—133p.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—\*Active Learning, Discovery Learning, Interviews, \*Local History, Modern History, \*Oral History, \*Oral Tradition, \*Presidents of the United States, \*Primary Sources, Secondary Education, Social History, Student Projects, United States History

Identifiers—\*Indiana (Muncie), \*Kennedy (John F.), Texas (Dallas)

"Muncie Remembers That Day in Dallas" is an oral history project report of a study conducted by two academic U.S. history classes of 21 students at Muncie Southside High School (Indiana) during the 1993-94 school year. The occasion of the 30th anniversary of the assassination of President Kennedy, along with the movie "JFK," had sparked the interest of students in the topic. The students designed the interview instrument, selected persons to be interviewed and then conducted the interviews. Written transcripts from the tape recordings were then organized into a readable format. The memories of 40 participants are recorded in the book, along with copies of the interview questions, participant letter, release form, and an interview log sheet. Contains 19 references. (EH)

ED 381 466 SO 024 834

Field, Sherry L. Hoge, John D.

**One Hundred Ways To Implement the New Geography Standards in Your Classroom.**

Pub Date—Nov 94

Note—18p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 18-21, 1994).

Pub Type—Speeches/Meeting Papers (150)—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Education, \*Geographic Concepts, \*Geography, \*Geography Instruction,

\*Teaching Methods

Identifiers—National Geography Standards

The paper reviews the 18 National Geography Standards developed in 1994. The Standards are grouped under the organizers of: (1) The World in Spatial Terms; (2) Places and Regions; (3) Physical Systems; (4) Human Systems; (5) Environment and Society; and (6) The Uses of Geography. One hundred activities for the elementary classroom with each activity correlated to specific standards with appropriate grade level are presented along with procedures for instruction. (EH)

ED 381 467 SO 024 837

Banaszuk, Ronald A.

**What Happened to Magruder's American Government? The Evolution of a Popular Textbook, 1970-1992.**

Pub Date—93

Note—20p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Nashville, TN, November 1993).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Content Analysis, Course Content, Curriculum Research, High Schools, Instructional Materials, \*Program Content, Programmed Instructional Materials, Social Studies, \*Textbook Content, Textbook Research, \*Textbooks, \*United States Government (Course)

Identifiers—Magruder's American Government

This content analysis study explored the impact of recent decades on the appearance, content, content emphasis and textbook features of 1970 edition and the 1992 edition of "Magruder's American Government." This volume has been the leading high school government textbook ever since it was first published in 1917. The study pre-selected six topics to examine for consistency or change of content and content emphasis in the editions. The six topics were civil rights, presidency, federalism, voting, government finance, and international issues. Illustrations, appearance, format, and text also were analyzed. The study found the results of the two research analysts were quite similar. Limitations of the study and overall conclusions are discussed. (EH)

ED 381 468 SO 024 839

Neisler, Othmer Johnson

**Inside Social Studies at Castleton High School: Implications for Curriculum Reform.**

Pub Date—94

Note—36p.; Paper presented at the Annual Meeting of the National Council of Social Studies (Phoenix, AZ, November 17-22, 1994).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, Educational Research, High Schools, Public Schools, \*Secondary School Curriculum, \*Social Studies, Urban Schools

Identifiers—New York

This research paper describes a 2-year project, conducted in 1992-1994, at Castleton High School with an enrollment of 1,200 students (grades 9-12) in north central New York State. The school serves a multiethnic, urban population with a wide socioeconomic range. The author worked collaboratively with the principal and four social studies teachers to facilitate the observations of 18 students in several social studies classes at all four grade levels. By classroom observations, hall observations, student interviews, field notes, and papers collected in the classroom, the following questions were addressed: (1) What are the students' perspectives about the materials, information, activities and interactions that are part of their secondary social studies courses? (2) What types of sociopolitical attitudes have students formed? (3) How do students use the information provided in the classroom to form, modify, or reinforce their sociopolitical attitudes and behaviors? and (4) What processes do students employ in changing or verifying their sociopolitical attitudes during their high school years? Answers to these questions may inform the design of citizenship education in secondary schools. Implications that the findings of the study have for curricular reform, findings which support earlier research in the social studies are discussed. Suggestions to help teachers build expertise in the use of a wide range of teaching methods and models are given. (EH)

ED 381 469 SO 024 847

**Global Issues in the Elementary Classroom. Revised Edition.**

Denver Univ., Colo. Center for Teaching International Relations; Massachusetts Global Education Project, Winchester; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Danforth Foundation, St. Louis, Mo.

Report No.—ISBN-0-89994-372-1

Pub Date—93

Note—170p; For a related document, see SO 024 848.

Available from—Social Science Education Consortium, Inc., 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cross Cultural Studies, Elementary Education, \*Elementary School Curriculum, \*Global Approach, \*Global Education, Instructional Materials, Interdisciplinary Approach, \*Multicultural Education, Social Studies, Teaching Methods, \*World Affairs.

This activity book is the work of classroom teachers and is designed to address the need for global education elementary materials. There are 27 activities, organized into five sections, to help elementary teachers stimulate young students' global awareness and understanding. The activities are presented in a standard format: (1) a brief introduction; (2) a list of objectives; (3) recommended grade level; (4) estimated time required for the activity; (5) a list of needed materials; and (6) step-by-step procedures to complete the lesson. Some activities include suggested follow-up exercises, a bibliography, background information, and masters for student handouts. A list of resources for elementary teachers concludes the book. Section 1, "Introducing the Concept of Global Awareness," includes: (1) "People Puzzles"; (2) "Your Global Home"; and (3) "What Do We Know About...? What Do We Want to Know?" Section 2, "Studying Human Values," includes: (1) "Toys and Folk Tales"; (2) "The Wisdom of Proverbs"; (3) "A World of Fiction: Global Insights in Literature"; (4) "Fun is Universal"; (5) "Faster, Stronger, Higher: Values and the Olympics"; and (6) "Education in Two Cultures: A Day in the Life." Flashlights, and Other Systems"; (2) "The World According to..."; (3) "The Conventions on the Rights of the Child"; (4) "Journeys That Made the World Smaller"; (5) "Sharing Our Global Environment"; and (6) "Adventure in Antarctica: A Case Study in Cooperation." Section 4, "Studying Global Issues and Problems," includes: (1) "Identifying Global Issues"; (2) "Population More or Less?"; (3) "Protecting Children's Health"; (4) "Refugees"; (5) "Pesticides: A Global Problem"; and (6) "Endangered Species: Why and Where." Section 5, "Studying Global History," includes: (1) "A World of Intervention"; (2) "Migrations: People on the Move"; (3) "Architecture and Global History"; (4) "The Spice of Life"; (5) "The Global Gourmet"; and (6) "The American and French Revolutions." (EH)

ED 381 470

SO 024 848

Johnson, Jacquelyn And Others

**Global Issues in the Middle School Grades 5-8. Third Edition.**

Denver Univ., Colo. Center for Teaching International Relations; Massachusetts Global Education Project, Winchester; Social Science Education Consortium, Inc., Boulder, Colo.

Report No.—ISBN-0-89994-377-2

Pub Date—94

Note—196p; For related document, see SO 024 847.

Available from—Social Science Education Consortium, Inc., 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cross Cultural Studies, \*Global Approach, \*Global Education, \*Interdisciplinary Approach, Intermediate Grades, Junior High Schools, \*Middle Schools, \*Multicultural Education, \*Social Studies, Teaching Methods.

This activity book contains 27 activities designed to help teachers address the goal of including global education in their classrooms. The activities, organized into five sections, are presented in a standard format of: (1) a brief introduction; (2) a list of objectives; (3) an estimate of required time for the activ-

ity; (4) list of needed materials; and (5) step-by-step procedures for the activity. Some activities include suggested follow-up exercises, a list of resources, background information, and masters for student handouts. A list of resources concludes the book. Section 1, "Introducing the Concept of Global Awareness," includes: (1) "Global Connections"; (2) "The Global Kid"; and (3) "What Do We Know About...? What Do We Want to Know?" Section 2, "Studying Human Values," includes: (1) "What are 'American Family Values'?" (2) "Special Ways with Holidays"; (3) "Religion and Values"; (4) "The Trees of Life"; (5) "World Music"; and (6) "Creating Culture Wheels." Section 3, "Studying Global Systems," includes: (1) "What is a System?" (2) "They've Got the Whole World in Their Hands"; (3) "The Rights of Indigenous Peoples"; (4) "The Communications Network"; (5) "Sharing Our Global Environment"; and (6) "Adventure in Antarctica: A Case Study in Cooperation." Section 4, "Studying Global Issues and Problems," includes: (1) "Global and Local Issues A Survey"; (2) "Biodiversity"; (3) "Democracy at the Turn of the Century"; (4) "Refugees: Has the Welcome Mat Been Pulled?"; (5) "Poverty and Population"; and (6) "Sustainable Development." Section 5, "Studying Global History," includes: (1) "Historical Relations"; (2) "The Family Tree of a Language"; (3) "The Spice of Life"; (4) "Potato Power: How One Food Changed the World"; (5) "The Nobel Peace Prize: Conflict in the 20th Century"; and (6) "Humankind's Better Moments." (EH)

ED 381 471

SO 024 849

Nelson, Murry R., Ed.

**The Future of the Social Studies.**

Social Science Education Consortium, Inc., Boulder, Colo.

Report No.—ISBN-0-89994-378-0

Pub Date—94

Note—86p.

Available from—Social Science Education Consortium, Inc., 3300 Mitchell Lane, Suite 240, Boulder, CO 80302.

Pub Type—Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Educational Objectives, \*Educational Philosophy, Elementary Secondary Education, \*Foundations of Education, Philosophy, Role of Education, \*Social Science Research, \*Social Studies.

This series of 12 essays examine the role of the social studies, its past and predictions for the future. Following the introduction, the essays are: (1) "The Problem of the Social Studies" (James A. Michener); (2) "Social Studies Is the Heritage of a Nation" (James L. Barth); (3) "Past as Prologue: A Defense of Traditional Patterns of Social Studies Instruction" (James S. Leming); (4) "The Future of Critical Thinking in the Social Studies" (James A. Whitson and William B. Stanley); (5) "The Future of Equity in Social Studies" (Susan Adler); (6) "A Bold Vision for the Future of Social Studies" (Ronald W. Evans); (7) "The Future of Political Participation in Civic Education" (Patricia G. Avery); (8) "Teaching Toward a Global Future and the Future of Global Teaching" (Angene H. Wilson); (9) "A Social Studies Curriculum for the Future 'with Malice Toward None'..." (Murry R. Nelson); (10) "The Future of Social Studies Certification" (Paul Robinson); (11) "The Future of Research on Social Studies" (James P. Shaver); and (12) "Speculating about the Future of Change in Social Studies: Seeking Answers to Some Basic Questions" (Gerald Marker). (EH)

ED 381 472

SO 024 893

Botach, Carol Sears And Others

**African-Americans and the Palmetto State.**

South Carolina State Dept. of Education, Columbia.

Pub Date—94

Note—246p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Area Studies, \*Black Culture, \*Black History, Blacks, \*Black Studies, Cultural Context, Ethnic Studies, Grade 8, Junior High Schools, Local History, Resource Materials, Social Environment, \*Social History, Social Studies, State Curriculum Guides, State Government, \*State History.

Identifiers—\*African Americans, South Carolina. This book is part of a series of materials and aids for instruction in black history produced by the State Department of Education in compliance with

the Education Improvement Act of 1984. It is designed for use by eighth grade teachers of South Carolina history as a supplement to aid in the instruction of cultural, political, and economic contributions of African-Americans to South Carolina History. Teachers and students studying the history of the state are provided information about a part of the citizenry that has been excluded historically. The book can also be used as a resource for Social Studies, English and Elementary Education. The volume's contents include: (1) "Passage"; (2) "The Creation of Early South Carolina"; (3) "Resistance to Enslavement"; (4) "Free African-Americans in Early South Carolina"; (5) "Early African-American Arts"; (6) "The Civil War"; (7) "Reconstruction"; (8) "Life After Reconstruction"; (9) "Religion"; (10) "Literature"; (11) "Music, Dance and the Performing Arts"; (12) "Visual Arts and Crafts"; (13) "Military Service"; (14) "Civil Rights"; (15) "African-Americans and South Carolina Today"; and (16) "Conclusion: What is South Carolina?" Appendices contain lists of African-American state senators and congressmen. An index is included. Contains 371 references. (EH)

ED 381 473

SO 024 908

**Is Citizenship Education Here To Stay? Self-Evaluations of State Law-Related Education Programs.**

CRADLE: Center for Research and Development in Law-Related Education, Winston-Salem, NC. Spons Agency—Department of Education, Washington, DC.

Pub Date—94

Contract—SA123A20045

Note—55p.

Available from—Center for Research and Development in Law-Related Education, Wake Forest University School of Law, 2714 Henning Drive, Winston-Salem, NC 27106.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Citizenship Education, Educational Research, \*Law Related Education, Secondary Education, Social Studies.

Identifiers—Mock Trials, Peer Mediation, Teacher Lawyer Cooperation, We the People Competition.

The self-evaluations summarized in this booklet were prepared by 50 different law-related education (LRE) programs throughout the United States in the spring of 1994. The purpose of the self-evaluation process was to assess the progress of the states towards institutionalization of citizenship education and LRE. The evaluations concluded that LRE was institutionalized in 14 states, meaning that it has become a permanent fixture of the states' educational program. The majority of states regularly hold annual institutes or conferences and inservice programs in LRE. The evaluations indicated that the most common LRE student activities were mock trial competitions, the "We the People" competition, peer mediation, and law students as teachers. The largest funders for LRE were the federal government, state governments, and state bar associations with additional assistance from foundations, corporations, and colleges. State directors of LRE programs were employed full time in 26 states, at least half time in 8, and less than half time in 12. Two states had no director and two did not respond to the survey. The names and address of evaluation participants are provided. (JD)

ED 381 474

SO 024 921

Smith, Annie Hancock, Francina T.

**Getting into Art History. First Edition.**

Report No.—ISBN-9696953-0-6

Pub Date—93

Note—201p.

Available from—Barn Press, 8 St. Thomas #5, Toronto, Ontario M5S 2B8, Canada.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Criticism, \*Art Education, \*Art History, Artists, Elementary Secondary Education, Evaluation Methods, \*Experiential Learning, Foreign Countries.

This book presents the experiential approach as a method for teaching art history. Through this approach, which may be used with any student age group, art historical problems are explored through self-expressive art production and experienced events. Yet, the focus remains on the art object rather than the student. The approach encourages immersion of the student in important ideas; student

expression of important ideas; description, descriptive analysis, and development of descriptive vocabulary; and discovery of context. The book is divided into five chapters: (1) "The Experiential Approach to Teaching Art History"; (2) "Teaching Art History: Expanding Our Methods"; (3) "Experiential Projects: Part One, and Part Two" (part one contains projects that require no prior knowledge of the culture, part two presents projects that encourage careful study and research combined with imaginative response); (4) "Projects Using Themes"; and (5) "Evaluation." A footnote section is included. Appendices list artists, art works, masterpieces, contributors and participants, sources and resources, bibliography, and suggested additional readings. (MM)

**ED 381 475** SO 024 923  
**Legacy: Linking Educators and the Gifted with Attorneys for Civics: Yes! Challenging Lessons for the Classroom and Beyond.**

CRADLE: Center for Research and Development in Law-Related Education, Winston-Salem, NC. Pub Date—[94]

Note—176p.  
 Available from—Center for Research and Development in Law-Related Education, 2714 Henning Drive, Winston-Salem, NC 27106-4502.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Citizenship Education, Elementary Secondary Education, \*Gifted, Instructional Materials, \*Law Related Education, Social Studies, Teaching Methods  
 Identifiers—Fourth Amendment, United States Constitution

This collection of 17 lessons developed by teachers is intended to assist in teaching civic education to gifted and talented students. Gifted and talented students find the study of the United States Constitution, case law, and the legislative process fascinating. Divided into two sections, one for elementary and middle school and the other for middle and high school, the lessons cover the origins and evolution of the system of government, how and why the legal system operates as it does, and the roles of politicians, lawyers, judges, and citizens in ensuring effective and responsible government. Julie Tunnell, an elementary teacher from Dublin, Ohio, presents a lesson plan based on a search warrant simulation. Students are introduced to the Fourth Amendment, review several hypothetical searches, ask questions of a visiting police officer, engage in a simulation about a stolen calculator, and prepare a search warrant. Vicki L. Chase, a high school teacher from Idaho Falls, Idaho, developed a lesson plan about the 1964 Civil Rights Act. The lesson introduces students to the impact of discrimination prior to the Act, investigates instances of unconstitutional discrimination, and explores how U.S. life has changed since the 1964 Civil Rights Act. The lesson plans in the collection include student handouts, bibliographies, and clearly specified procedures. (JD)

**ED 381 476** SO 024 927  
**Images of Germany, Past and Present: A Film Collection. Series I, Instructional Activities.**

Deutsche Welle Television, Washington, DC; Goethe House, New York, N.Y.

Pub Date—94

Note—42p.

Pub Type—Guides - Non-Classroom (055)  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*European History, \*Filmographies, \*Films, History Instruction, Humanities Instruction, \*Modern History, Teaching Guides, \*Teaching Methods, \*Western Civilization, \*World History

Identifiers—Germany  
 This set of lessons accompanies a series of 30-minute films for teaching about Germany. Available to educators throughout the United States upon request, the 17 films and accompanying instructional activities focus on culture, politics, economics, society, and sports and are appropriate for middle and high school students. Permission is granted to videotape the films off air and to reproduce unlimited copies of these lesson plans for classroom use. All the films and support materials are presented in English. The film title with a brief description of the content and accompanying lessons are found in the book. The film titles include: (1) A Few Good Conscientious Objectors; (2) Potsdam Platz; (3) All for One and One for All; (4) It's All

So Different: Coming Home to a Unified Germany; (5) The Katyn File: Mass Murder as a Propaganda Tool; (6) Testimony in Stone; (7) Always an Element of Fear: Jews in Germany Today; (8) The Reichstag: Notes on a Hallowed Hall; (9) CARE: Packages for Berlin; (10) Stone and Glass: Cologne Cathedral Works; (11) The Lausitz Legacy; (12) Caged: The Evolution of the Inner German Border Fence; (13) Making the New Out of the Old: Recycling is the Word; (14) From Sea to Painted Sea: The German Expressionist Emil Nolde; (15) White Gold: Porcelain from Meissen; (16) Carl Fabergé: The Man with the Golden Hands; and (17) Memories of Kathe Kollwitz. (EH)

**ED 381 477** SO 024 931

Rayala, Martin  
**Art Education: A Guide to Curriculum Planning.**

Bulletin No. 95185, Second Edition.

Wisconsin State Dept. of Public Instruction, Madison.

Report No.—ISBN-1-57337-003-7

Pub Date—Jan 95

Note—224p.

Available from—Publication Sales, Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179.

Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Art Education, Curriculum Development, Elementary Secondary Education, Standards, State Curriculum Guides, Visual Arts

Identifiers—Wisconsin

This planning guide encourages reformation of the Wisconsin art education curriculum toward a less linear, sequential, and compartmentalized approach. The new program draws on recent knowledge of how students learn and how curricula components can be integrated. Focusing on themes and concept development, the guide supports independent thinking and problem solving, and favors experiential activities. Clear links between national standards, state goals, district curriculum, classroom instruction, and student assessment are established. The guide is divided into 12 sections: (1) Philosophy; (2) Curriculum Development; (3) Visual Learning; (4) Art and Society; (5) Design Art; (6) Studio Art; (7) Planning for Instruction; (8) Planning for Integration; (9) Incorporating Education Goals and Standards; (10) Planning for Assessment; (11) Aspects of an Effective Program; and (12) Appendixes, which include State Standards for Licensure, Art, Curriculum, and Instruction; the Wisconsin Administrative Code; the Family-Community Partnership in Schools Checklist; and Resources. (MM)

**ED 381 478** SO 024 935

Naik, Chitra, Ed. *And Others*  
**Education for All Summit of Nine High-Population Countries (New Delhi, India, December 12-16, 1993). Panel Proceedings.**

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France); United Nations Fund for Population Activities, New York, N.Y.

Pub Date—94

Note—78p; For a related document, see SO 024 936.

Pub Type—Collected Works - Proceedings (021)  
**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Basic Education, \*Developing Nations, \*Educational Policy, Elementary Education, Females, Foreign Countries, \*International Cooperation, Overpopulation, \*Womens Education

Identifiers—Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, Pakistan

This collection of panel proceedings is divided into five sections each of which is devoted to one panel. Panel 1 focused on mobilization, people's participation, and decentralization for "Education For All (EFA)." Panel 2 was devoted to external and internal financial resources for EFA (Government of India). Panel 3 was on girls' and women's education, women's empowerment, and population issues. Panel 4 was on education and society. The fifth panel was a special panel devoted to India's District Primary Education Program. Participating nations were Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan. After a scene setting discussion at the beginning of a pre-summit session when delegates considered the analysis and synthesis paper prepared by UNESCO, they spent the rest of the three day conference tak-

ing part in the four panel discussions that centered on the main themes of the forthcoming Delhi Declaration. Before the conference, delegates had been presented with background papers on the themes that were enlarged upon by panelists from the United Nations agencies and representatives and ministers of the 9 states. Together these 9 countries account for more than half the world's population and 75 percent of its illiterates. They are cradles of civilization and founts of spiritual, cultural, and philosophical knowledge that continue to have a profound influence on humanity. Despite differing cultures and historical legacies, the countries have recognized that education is at the heart of sustainable development. (DK)

**ED 381 479** SO 024 936

Naik, Chitra, Ed. *And Others*  
**Education for All Summit of Nine High-Population Countries (New Delhi, India, December 12-16, 1993). Final Report.**

United Nations Children's Fund, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France); United Nations Fund for Population Activities, New York, N.Y.

Pub Date—94

Note—84p; For a related item, see SO 024 935.

Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Basic Education, \*Developing Nations, Elementary Education, Females, Foreign Countries, \*International Cooperation, Overpopulation, \*Womens Education

Identifiers—Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, Pakistan

This final report on an international conference of nine high population developing countries on education for all (EFA) begins with a declaration of goals by the representatives of each of the nine nations represented. Participating nations were Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan. After a scene setting discussion at the beginning of a pre-summit session when delegates considered the analysis and synthesis paper prepared by United Nations Education, Scientific and Cultural Organization (UNESCO), they spent the rest of the three day conference taking part in four panel discussions that centered on the main themes of the forthcoming Delhi Declaration with which the document opened. Before the conference, delegates had been presented with background papers on the themes that were enlarged upon by panelists from the United Nations agencies and representatives and ministers of the 9 states. The panel topics were: (1) mobilization, people's participation and decentralization for Education For All (EFA) (United Nations Children's Fund (UNICEF)); (2) external and internal financial resources for EFA (India); (3) girls' and women's education, women's empowerment, and population issues (United Nations Population Fund (UNFPA)); and (4) education and society (UNESCO). A special panel was convened by the host country for the large Indian contingent to take advantage of discussions with eminent guests that was based on the new initiative, the District Primary Education Programme. The 9 countries agreed to work in collaboration on a distance education initiative, both to enhance training of teachers and other personnel, and to better reach neo-literates and marginalized groups. Appendices include a detailed program and a list of participants. (DK)

**ED 381 480** SO 024 942

Stoltman, Joseph P.

**The National Geography Content Standards.**

ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-95-2

Pub Date—Mar 95

Contract—RR93002014

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Standards, Elementary Secondary Education, \*Geographic Concepts, \*Geography, \*Geography Instruction, Map Skills, \*Resource Materials

Identifiers—ERIC Digests, \*National Geography Standards

This ERIC Digest discusses "Geography for Life: National Geography Standards 1994." The standards specify what students in U.S. schools should learn and be able to do with regard to geography. There are six essential elements of geography into which 18 standards are grouped: (1) the world in spatial terms; (2) places and regions; (3) physical systems; (4) human systems; (5) environment and society; and (6) the uses of geography. Five skill sets for geography are presented with the content standards. The skills are: (1) asking geographic questions; (2) acquiring geographic information; (3) organizing geographic information; (4) analyzing geographic information; and (5) answering geographic questions. The standards make it clear that geography skills are the means to access and address the content in the standards. The five skills and suggestions for their inclusion focus upon critical thinking and incorporate such processes as knowing, inferring, analyzing, judging, hypothesizing, generalizing, predicting, and decision making. While the skills are clearly identified, they must be integrated within the numerous content standard suggestions across the students' K-12 experiences. This Digest lists five reasons why geography standards should be used: (1) they reflect the scholarly contributions of geography to student learning in grades K-12; (2) constituent groups agree that the standards include what U.S. youth should know and be able to do in using geography; (3) they reduce geographic content to a manageable level; (4) they may be mixed and matched to provide for a content rich social studies; and (5) they will link all schools with common threads in the curriculum. Instructions for obtaining copies of the standards are included. Contains 13 references and ERIC resources. (DK)

ED 381 481 SO 024 945

McBee, Robin Haskell

**Demystifying Research in Education and the Social Sciences. A Primer for LRE Folks.**

Pub Date—[93]

Note—10p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, \*Educational Research, Higher Education, \*Law Related Education, \*Qualitative Research, Social Studies, \*Statistical Analysis

The article argues that the law-related educational (LRE) community should understand education research methods better to demonstrate to policy makers and funding sources the value of LRE and to evaluate alternative educational strategies. To facilitate the reading and conducting of research, the article explains for LRE practitioners research procedures and the format in which research results are presented. The scientific method is described as a process of forming a hypothesis and systematically and objectively testing the hypothesis through observation and experimentation. The article explains the differences between quantitative and qualitative research, experimental and non-experimental research, basic and applied research, and the problems of subject selection, sampling, reliability, and validity. Contains seven references. (JD)

ED 381 482 SO 024 957

McBee, Robin Haskell

**Living the Law by Learning the Law. A K-12 Law-Related Education Curriculum Guide.**

Virginia Commonwealth Univ., Richmond. Inst. for Law and Citizenship Studies.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[94]

Contract—S123A10113

Note—146p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Citizenship Education, \*Elementary School Curriculum, Elementary Secondary Education, Instructional Materials, \*Law Related Education, \*Secondary School Curriculum, Social Studies, Teaching Methods

Identifiers—Constitution of Virginia

This curriculum guide is designed to assist teachers at all levels in their efforts to infuse law-related education (LRE) into their regular course of instruction. The curriculum goals are (1) to promote good citizenship through an understanding of and active participation in a democratic society; (2) to foster respect, understanding, and appreciation of diver-

sity; (3) to develop, improve and integrate thinking and interpersonal skills; and (4) to increase knowledge of and insights into the personal relevance of law and the Constitution. The first part of the guide provides a framework for organizing and selecting (LRE) activities based on concepts of power, justice, liberty, and equality. The guide presents teaching strategies appropriate to LRE including case studies, mock trials, resource persons, role playing, simulations, and various games. Lesson plans are divided into levels—lower and upper elementary, middle, and high school—and provide concepts, rationale, objectives, materials, procedures, and assessment. Many of the lesson plans include handouts for student activities and some include primary documents such as the Constitution of Virginia. The appendix includes a copy of the United States Constitution. (JD)

ED 381 483 SO 024 972

Zimmerman, Enid, Ed.

**Making a Difference: Differentiated Curriculum Units by Teachers in the 1993 Artistically Talented Program.**

Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.

Pub Date—94

Note—155p.

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - General (020)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Aesthetic Education, Art Criticism, \*Art Education, Art History, Artists, Curriculum Development, Elementary Secondary Education, \*Gifted, Integrated Curriculum, Resource Units, State Curriculum Guides, \*Talent, Talent Development, \*Thematic Approach, Units of Study, Visual Arts

Identifiers—\*Differentiated Curriculum (Gifted)

This book is a compilation of year-long thematic curriculum units developed and taught by teachers participating in the third Indiana University Artistically Talented Program (ATP). Units for artistically gifted and talented students, grade 4-12, are developed along guidelines which require that they: focus on complex ideas; use themes as organizers; include a variety of concepts not found in the regular classroom; incorporate resources including the study of the lives of creative people and how they solve problems; and employ methodologies used by professionals in the fields of art history, art criticism, aesthetics, sociology, anthropology, and psychology. Processes, products, and learning environments are differentiated to accommodate needs of the artistically gifted student. Two to five units are developed for each of the general themes. Each unit includes suggestions for activities, procedures, evaluation, and resources. The theme "Art and Environments" units are: (1) "Boxes: Private/Public Spaces" (Ursula Andrews); (2) "From Prehistoric Ritual to Present: A Hermeneutics of Prehistoric Symbolism and Our Bodies, Our Environment, Our Traditions, and the Process of 'Ritualizing'" (Fonda Mullins); and (3) "Symbols in Sand" (Charlotte Paul). Units in "Arts and Multicultures" are: (4) "The Human Figure as Expressive Symbolic Form" (Janneth Amos); (5) "Passageways Linking Discoveries: Cultural Ties in the Americas, Inca Indians, Pueblo, Zuni, Navajo, and Mound Builders" (Ann Fetters); (6) "Native American Culture, Art, and Design" (Leah Morgan); and (7) "Understanding Different Cultures Through Their Pottery" (Donald Turner). "Metamorphosis in Art" presents the following units: (8) "Art from Earth" (Karen Chilmann); (9) "A Metamorphosis of the Portrait" (Robin Johnson); and (10) "Metamorphosis: Changes in Growth" (Bridgette Savage). The "Social and Political Issues" section contains: (11) "The Power of the Artist" (Joyce Behnke); (12) "Questions About Public Art" (Diana Cole); and (13) "Communication, Ecology, and Social Influences" (Charlotte Schrock). The "Animals and Art" section contains: (14) "Folktales and Fables to See and Hear" (Daron Henry); (15) "Animals in Art" (C. Jane McCauley); and (16) "Birds in Flight" (Jeanette Meridew). The book concludes with two units of "Interrelated Arts": (17) "A Visual Interpretation of Music Through Study of the Violin" (Ania Beczkiewicz); and (18) "Technological Influences in Art" (Raetta Patterson). (MM)

ED 381 484

SP 035 616

Valli, Linda

**Professional Development Schools: An Opportunity To Reconceptualize Schools and Teacher Education as Empowering Learning Communities.**

Pub Date—Apr 94

Note—29p.; Keynote address for the Annual Meeting of the International Seminar on Teacher Education (Maastricht, The Netherlands, April 1994).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Learning, \*Constructivism (Learning), Educational Change, \*Educational Environment, \*Educational Principles, Elementary Secondary Education, Higher Education, \*Learning Theories, Multicultural Education, \*Professional Development Schools, School Role, Teacher Education

Identifiers—\*Empowerment, Reform Efforts

This paper presents personal reflections on the nature of learning and the purpose of schooling and their implications for defining the work of professional development schools (PDSs). The paper examines the implications of intuitive learning, differences in learning, and political aspects of learning theory for professional development schools. This examination of learning theory suggests that: (1) it is unnecessary to conceptualize totally different types of learning environments for child and adult learners; (2) constructivism offers a powerful theory of child and teacher development; (3) learning should be self-directed, inquiry-oriented, and based on life experience; and (4) learning is both a cultural and a developmental process. The paper offers a vision of a PDS as an empowering, emancipating learning community that frees people from ignorance and knowledge that is trivial, subjugating, or hegemonic knowledge. The paper describes four characteristics of empowering learning communities (constructivist, problem-focused, multicultural and inclusive, and social reconstructionist) and outlines how they can guide PDS work. An example of a learning activity, which can be used with both teachers and students, that embodies these characteristics in an integrated fashion is provided. In addition, a brief discussion of how PDSs as learning communities would differ from traditional schools and teacher preparation, focuses on textbooks, teacher talk, traditional modes of grouping, and the dominant culture. (Contains 47 references.) (IAH)

ED 381 485

SP 035 645

Cosgrove, Maryellen, And Others

**A Tale of Two Professional Development Schools.**

Pub Date—13 Oct 94

Note—20p.; Paper presented at a meeting of the Georgia Association of Teacher Educators (Atlanta, Georgia, October 13, 1994).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College School Cooperation, \*Educational Research, Faculty Development, Higher Education, Inservice Teacher Education, Intermediate Grades, Junior High Schools, Middle Schools, Partnerships in Education, Preservice Teacher Education, \*Professional Development Schools, \*Program Development, Student Teaching, \*Teacher Improvement, \*Teacher Role, Teaching Experience

Identifiers—Armstrong State College GA, Experienced Teachers, Preservice Teachers, \*Teacher Development

This paper describes the goals, planning, governance, faculty roles, faculty development, and research activities at two professional development schools (PDSs) affiliated with Armstrong State College (Georgia). The college launched PDS partnerships with White Bluff Elementary School and Bartlett Middle School in September 1993. The roles of cooperating and other classroom teachers, college faculty liaison, and site-based supervisor are discussed. At both schools, reciprocity characterizes faculty development; both college and school faculty help to shape the professional development program at each institution. Collaborative inquiry is also an objective of each site, and formative and summative evaluation of program goals is an integral part of the program. Several examples of current and planned research activities are provided. Program goals include: (1) developing and imple-

menting field sites, based on supportive partnerships, for preservice teachers; (2) maintaining innovative field-based experiences that reflect the social and racial balance of the school community; (3) utilizing faculty from school and college sites to develop curriculum and teach courses at all sites; (4) identifying and developing research-based supervision strategies; (5) fostering preservice and inservice teacher engagement in inquiry and reflective practice; (6) keeping teacher preparation at Armstrong State College dynamic and proactive; and (7) documenting the disseminating information about the planning, implementation, and evaluation of the PDS partnerships. (Contains 39 references.) (IAH)

ED 381 486

SP 035 734

Dickens-Smith, Mary

**The Effect of Inclusion Training on Teacher Attitudes towards Inclusion.**

Pub Date—[95]

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attitude Change, Elementary School Teachers, Elementary Secondary Education, Faculty Development, Higher Education, \*Inclusive Schools, \*Inservice Teacher Education, Mainstreaming, Outcomes of Education, Secondary School Teachers, Special Education Teachers, \*Teacher Attitudes

Identifiers—"Chicago Public Schools IL

This paper reviews several studies on attitudes of regular and special educators toward inclusion of all children, regardless of disability, in the regular education environment and on attitude changes occurring as a result of staff development activities. Special education teachers ( $n=100$ ) and regular education teachers ( $n=100$ ) who were working for the Chicago (Illinois) Public School System and participated in an inservice training session on inclusion were given a questionnaire before and after the training. The majority of the teachers, in both special and regular education, revealed more favorable attitudes toward inclusion after their inservice training than they did before. Special education teachers showed an attitude gain on 8 of 12 questions, remained neutral on 3, and showed a slight drop on 1 question. Regular education teachers showed a positive attitude change on 11 of the 12 questions and a decline on 1. Both regular and special education teachers showed the greatest change on a question addressing the need for all teachers and administrators to become involved in inclusion. The study concludes that staff development is the key to the success of inclusion. (Contains 13 references.) (JDD)

ED 381 487

SP 035 815

Ludwig, Meredith And Others

**Sustaining the Supply of Math and Science Teachers: Assessing the Long-Term Effects of Nontraditional and Mid-Career Teacher Preparation Programs.**

American Association of State Colleges and Universities, Washington, D.C.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—10 Jan 95

Contract—TPE-9154520

Note—120p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Alternative Teacher Certification, \*Career Change, Elementary Secondary Education, Higher Education, \*Mathematics Teachers, Midlife Transitions, \*Preservice Teacher Education, Program Descriptions, Program Effectiveness, School Business Relationship, \*Science Teachers, \*Teacher Education Programs, Teacher Recruitment, Teacher Supply and Demand

This research project examined characteristics of nontraditional or midcareer teacher education programs that offered a fast track to certification, served students entering teaching from another career/occupation, and were based in a university or cooperatively managed by industry and education. The report begins with a description of the alternative certification movement, an analysis of the dissatisfaction with the preparation of teachers, the evolving definition of alternative certification, and variations and consensus points in alternative route programs. The second section describes five projects visited: the California Mathematics and Science Teacher Corps Project of California State University; the Mid-Career Math and Science Teacher Preparation Program of Mills College (Cal-

ifornia); George Washington University's Crystal City Secondary Teacher Education Program in Arlington, Virginia; Project Promise of Colorado State University; and Engineers Into Education of Digital Equipment Corporation. The report reveals that the number of individuals in nontraditional university-based programs is small, that the isolation of teaching professionals from their business/industry counterparts remains unchanged regardless of the alternative movement, and that there is much less concern about bringing the worlds of practitioner and teacher together. Appendixes contain a copy of the survey form and a classification system of alternative routes to teacher certification. (Contains 21 references.) (JDD)

ED 381 488

SP 035 816

**Developing a Residency Program as Part of Teacher Licensure. A Report in Accordance with Minnesota Statutes, 1993 Supplement, Section 125.230, SUBD. 7(h).**

Minnesota State Board of Teaching, St. Paul.

Pub Date—15 Feb 94

Note—54p.

Pub Type—Reports - Descriptive (141) — Legal—Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Beginning Teacher Induction, Elementary Secondary Education, Higher Education, Inservice Teacher Education, \*Internship Programs, Preservice Teacher Education, \*Professional Development Schools, School Restructuring, State Legislation, \*Teacher Certification, Teacher Education Curriculum, Teaching Experience

Identifiers—\*Minnesota, Teacher Development

In 1993, the Minnesota state legislature established a Teacher Residency Program, and it directed the Minnesota Board of Teaching to report to the education committees of the legislature on developing a residency program as part of teacher licensure. The residency program proposed in this report is one of three components of a restructured teacher licensure program, which includes: teacher preparation in an approved teacher education institution; supervised residency in a professional development school, and multiple assessments of teaching knowledge and skills. The one-year residency is a transition for the beginning teacher who has completed preservice preparation but is not yet licensed to teach without supervision. The residency will differ from current beginning teacher programs in several ways. This report addresses a number of issues related to implementation of a residency program, including: finance, equity, curriculum, employment issues, ratio of residents to professional development schools (PDSs), and impact on teachers licensed in other states. A timeline is proposed, which projects full implementation of the restructured licensure system by 2001. In addition to a historical background on the residency program, the report includes two appendices: "Minnesota Statutes 1993 Supplement" and "Recommendations of Internship Task Force to Minnesota Board of Teaching Regarding Standards for Internship Programs." (Contains 22 references.) (IAH)

ED 381 489

SP 035 820

Rafferty, Cathleen D.

**Impact and Challenges of Multi-Site Collaborative Inquiry Initiatives. Professional Development Schools: Changing the Work of the School of Education.**

Pub Date—14 Feb 95

Note—19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Action Research, \*College School Cooperation, Elementary Secondary Education, Higher Education, Inservice Teacher Education, \*Partnerships in Education, \*Professional Development Schools, \*Research Projects, Research Proposals, \*Schools of Education, Teacher Education Curriculum, Teacher Educators

Identifiers—\*Collaborative Inquiry, \*Indiana State University, Teacher Researchers

This paper describes the process of initiating collaborative inquiry projects at Indiana State University's (ISU) 10 professional development school (PDSs). It discusses what was learned and charts future directions and projected activities. ISU's Collaborative Inquiry Committee/Team (CIC) estab-

lished a three-phase collaborative inquiry action plan. During the preparation phase, CIC members were immersed in the inquiry process through mini-projects, and the results were analyzed. During the pilot projects phase, workshops for teachers, pilot inquiry projects, and planning for a teacher researcher conference took place. The final phase, establishing the infrastructure, focused on developing an institutional program for teaching and supporting collaborative inquiry projects at ISU and for expanded and more sophisticated collaborative inquiry projects at the PDS sites. The paper includes summaries, in table format, of the projects undertaken from spring 1994 through spring 1995. Analysis of the program's progress suggests that: (1) collaborative inquiry appears to flourish more readily in elementary and middle schools than in high schools; (2) more support has been provided for PDS faculty than for ISU faculty; and (3) in general, collaborative inquiry projects became more sophisticated over time. Up to \$400 was available to support each collaborative inquiry project. The paper concludes with the call for proposals and the proposal screening criteria. (Contains 12 references.) (IAH)

ED 381 490

SP 035 826

Cooke, Gary E. And Others

**Shared Visions for Educational Advancement: The UT-ADAPT ACADEMY for Early Childhood Teacher Preparation.**

Pub Date—14 Feb 95

Note—31p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (47th, Washington, DC, February 12-15, 1995).

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cooperative Programs, \*Curriculum Development, \*Early Childhood Education, Field Experience Programs, Higher Education, Inservice Teacher Education, Models, \*Preservice Teacher Education, Professional Development, Student Teaching, \*Teacher Education Programs

Identifiers—\*Developmentally Appropriate Programs, \*University of Toledo OH

The UT-ADAPT (University of Toledo-Associates for Developmentally Appropriate Practices in Teaching) Academy for Early Childhood Education and Teacher Preparation in Ohio consists of teachers, university faculty, agency service providers, health care professionals, administrators, parents, and community leaders who share goals for early childhood education. The primary objective of the Academy is the development, implementation, and maintenance of an exemplary preparation program for adults choosing careers in early childhood education. The Academy also supports professional development and collaborative activities of its members. Academy members are involved in recruitment and selection of candidates for teacher education, the curriculum of the preparation program, and field and clinical experiences. The Academy's approach is based on principles of Developmentally Appropriate Practices for young children. Advantages of the Academy approach include affirmation and support among collaborating professionals, best practice experience, and professional growth and development. This paper presents principles governing the establishment of the Academy, resources, grants awarded, evaluation of progress, conference presentations, and problems and obstacles. Appendixes include an organization chart, a proposed Ohio teacher licensure chart, goals for the redesign of the teacher preparation program, a composite membership profile, a professional needs survey, a professional development activities survey, and sample focus group discussion questions. (JDD)

ED 381 491

SP 035 841

Messner, Kyle Ann

**Multiculturalism in the Professional Studies...Or Pardon Me I Believe Your Values May Be Showing.**

Pub Date—93

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anglo Americans, \*Course Content, Cultural Pluralism, Early Childhood Education, \*Education Courses, Higher Education, Inte-

grated Activities, Mexican Americans, \*Multicultural Education, \*Preservice Teacher Education, Student Experience, \*Teacher Education Curriculum, Values

Identifiers—National Council for Accreditation of Teacher Educ., \*Preservice Teachers

This study examined how preservice teachers in a large southwestern university experience multiculturalism which has been infused across the professional studies curriculum. The university is accredited by the National Council for the Accreditation of Teacher Education (NCATE) which requires that accredited institutions address the issue of cultural diversity in the professional studies courses. Five students (four Anglo and one Mexican-American) who were in the Early Childhood block program were interviewed and observed; textbooks, syllabi, and class notes were examined. Classes observed included Language Arts, Classroom Organization and Management, Principles and Applications of Effective Instruction, and Computer Applications. Findings indicated that students were hearing issues and concerns rather than specific content or skills such as how to modify curriculum or teaching styles. Information was fragmented and was not being included in assessments or evaluations. Generally, language issues were addressed, with some minor references to ethnicity and cultural effects. There appeared to be a relationship between students' specific coursework in multicultural education and the ability to notice or "hear" multiculturalism in other courses. The paper concludes that there is a lack of parallelism between the ideal and formal levels of multiculturalism and the experiential level of curriculum as it relates to multiculturalism in the professional studies courses. (Contains 13 references.) (JDD)

ED 381 492 SP 035 848

Tomlinson, Louise M., Ed.

**The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 1. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1999).**

Imperative Educational Network Conference, Athens, GA.

Spons Agency—Georgia Univ., Athens. Coll. of Education.

Pub Date—90

Note—95p.; For other volumes, see SP 035 849-851.

Available from—Imperative Educational Network Conference, UGA Station, P.O. Box 2612, Athens, GA 30602-2612.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Counseling, Elementary Secondary Education, Minority Groups, Networks, Parent Influence, Parent Participation, Parent Role, \*Parent School Relationship, \*Parent Student Relationship, \*Parent Teacher Cooperation, Social Support Groups, Student Development, Textbook Bias, Tutorial Programs

Identifiers—Georgia

This conference was designed to provide a forum for the exchange of ideas relevant to how parents, teachers, and other concerned individuals can contribute to the strengthening of the educational support system, and to generate practical information on strategies to improve achievement levels of youth. The first article, titled "Conference Program Prospectus" by Louise M. Tomlinson, offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model that can be replicated throughout Georgia. The proceedings document then provides: (1) a keynote address by Reginald Wilson titled "The Educational Achievement of Our Youth: The Challenge"; (2) concurrent presentations, including "Counseling: Bridging the Gap between Teachers and Parents" (Dwight Davis) and "Reading and the Minority Child in Today's School System" (Dolores J. Dantzer-Wolfe); (3) two luncheon addresses: "The Imperative Educational Network" (Claire C. Swann) and "The Athens Tutorial Program Story" (Barbara Thurmond Archibald); (4) three task force reports: "Effective Tutorial Assistance," "Networking Community Support Groups," and "Strengthening the Parent Forum"; and (5) a closing session "Reaction to the Task Force Reports" by Asa G. Hilliard. (JDD)

ED 381 493 SP 035 849

Tomlinson, Louise M., Ed.

**The Imperative Educational Network: Parents,**

**Teachers, and Concerned Individuals. Volume 2. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1999).**

Imperative Educational Network Conference, Athens, GA.

Spons Agency—Georgia Univ., Athens. Coll. of Education.

Pub Date—91

Note—102p.; For other volumes, see SP 035 848-851.

Available from—Imperative Educational Network Conference, UGA Station, P.O. Box 2612, Athens, GA 30602-2612.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Cocaine, Discipline, Elementary Secondary Education, Family Environment, Foster Care, Gifted, Parent Influence, Parent Participation, Parent Role, \*Parent School Relationship, \*Parent Student Relationship, \*Parent Teacher Cooperation, Pre-reading Experience, Punishment, \*Student Development, Summer Programs

Identifiers—Georgia

This conference was designed to provide a forum for the exchange of ideas on how parents, teachers, and other concerned individuals can contribute to strengthening the educational support system, and to generate practical information on strategies to improve achievement levels of youth. The first article, titled "Conference Program Prospectus" by Louise M. Tomlinson, offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model to be replicated. The proceedings document then provides: (1) an outline of a keynote address by Edmund W. Gordon titled "Building Support in the Home and Community for Intellectual Development and Academic Achievement in Students"; (2) concurrent presentations titled "A Study of Ways Parents Enhance Their Children's Prereading Skills" (Dolores J. Dantzer-Wolfe); "Discipline vs. Punishment" (Ann Hall); "Cocaine Babies" (Diane E. Dunston); "Foster Care" (Danny Stevens); "Elementary and Middle Summer School Programs" (James Washington, Jr.); "The Role of the Parent in Educating the Gifted and Talented Minority Child" (Mary M. Frasier); and "An Alternative School Program" (Jeff Pottinger); (3) outlines of task force reports on keeping children in school, community networking, and parent rights and responsibilities; and (4) a reaction to the task force reports by Jack O. Jenkins. Some papers contain references. (JDD)

ED 381 494 SP 035 850

Tomlinson, Louise M., Ed.

**The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 3. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1991).**

Imperative Educational Network Conference, Athens, GA.

Spons Agency—Georgia Univ., Athens. Coll. of Education.

Pub Date—92

Note—101p.; For other volumes, see SP 035 848-851.

Available from—Imperative Educational Network Conference, UGA Station, P.O. Box 2612, Athens, GA 30602-2612.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, At Risk Persons, Cognitive Style, Delinquency, Elementary Secondary Education, Enrichment Activities, Mentors, Parent Influence, Parent Participation, Parent Role, Parents as Teachers, \*Parent School Relationship, \*Parent Student Relationship, \*Parent Teacher Cooperation, \*Student Development, Values Education

Identifiers—Georgia

This conference sought to provide a forum for the exchange of ideas on how parents, teachers, and other concerned individuals can contribute to strengthening the educational support system, and to generate practical information on strategies to improve achievement levels of youth. A conference program prospectus by Louise M. Tomlinson offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model to be replicated. A keynote address by John White is then presented, describing the status of education and his efforts in the Georgia House of Representatives to create collaborative programs that improve education. The texts of

seven concurrent presentations are also included: "Student Assistance Program (SAP) in the Athens Area" (Marnie Fereday); "Enhancing Parents' Capacity as Agents of Nurture and Educational Support for Their Children" (Patricia Johnson-Dalziel); "Mentoring: A Workable Alternative to Parental Involvement" (Lonnie D. Johnson); "HEART: A Proposal for Criminally At-Risk Youths" (Larry Leflore and Janet Thornton); "Facilitating the Understanding of Science by Children: Learning Styles Considerations" (Mary Atwater); "Psychosocial Development and Educational Attainment: Enrichment Strategies for Parents" (Charles Martin-Stanley); and "Community Involvement in the Clarke County School District Values Education Program" (Carol Young). Summaries are presented of two task force discussions on community resources for parents and on home, school, and community interaction, followed by a reaction to the task force reports by Art Dunning. Some papers contain references. (JDD)

ED 381 495 SP 035 851

Tomlinson, Louise M., Ed.

**The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 4. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1992).**

Imperative Educational Network Conference, Athens, GA.

Spons Agency—Georgia Univ., Athens. Coll. of Education.

Pub Date—93

Note—158p.; For other volumes, see SP 035 848-850.

Available from—Imperative Educational Network Conference, UGA Station, P.O. Box 2612, Athens, GA 30602-2612.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, Agency Cooperation, Elementary Secondary Education, Mentors, Parent Child Relationship, Parent Influence, Parent Participation, Parent Role, Parents as Teachers, \*Parent School Relationship, \*Parent Student Relationship, \*Parent Teacher Cooperation, \*Student Development

Identifiers—Georgia

This conference sought to provide a forum for the exchange of ideas on how parents, teachers, and other concerned individuals can contribute to strengthening the educational support system, and sought to generate practical information on strategies to improve achievement levels of youth. A conference program prospectus by Louise M. Tomlinson offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model to be replicated elsewhere in Georgia. Conference presentations include: "Teachers Facilitating Parent Support: How Does It Begin?" (Theresa M. Bey); "Parent Talk Through the Mail" (Loretta Konecki); "Makin' a Life: Parenting in Families of Color" (Barbara K. Mullins); "Reading Depends on Experiences and Opportunities To Talk about Those Experiences" (Michelle Commeyras); "ABCs of Parenthood" (Evelyn C. Neely); "School Climate: The Empowerment of Parents, Students and Teachers" (Ronald A. Harper); "An Education Prescription for Each Child" (J. Vincent Cook); "UNITE: Understanding Needs: Integrating Team Efforts/Services and Collaborating Agencies and the School" (Carrie Gantt); "Mediating Columbus' Legacy for the Bilingual Hispanic Child: A Parent's Concerns" (Duncan Waite); "Health Issues for Adolescents" (Eric Wilson); "Parental Involvement in Preventing Teen Pregnancy" (Rick Dunn); "Teens and Drugs" (Robyn McDonald); "Court Intervention" (Steven C. Jones); "Addressing the Needs of At-Risk Girls" (Lois Thomas-Wright); "Mirrors and Crystal Balls: How Mentoring Helps Our Children" (Trudy Bradley); "Personal Development through Showing Girls How To Show" (Denise Mitchell); and "Character Development from a Church Perspective" (Andre Grier). Outlines for a task force discussion on home-school partnerships and a task force discussion on community-school networks conclude the proceedings. Some papers contain references. (JDD)

ED 381 496 SP 035 852

Lewis, Priscilla

**Outcome-Based Education: Reframing the Debate.**

Occasional Paper No. 3.

Council for Aid to Education, New York, NY.

Pub Date—94

Note—12p.

Available from—Council for Aid to Education, 342 Madison Ave., Suite 1532, New York, NY 10173 (\$3; quantity discounts available).

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Academic Standards, Debate, \*Educational Philosophy, \*Educational Policy, Elementary Secondary Education, Evaluation Criteria, \*Policy Formation, Power Structure, Role of Education, Student Development, \*Student Educational Objectives, Student Evaluation

Identifiers—\*Outcome Based Education

This article offers four explanations of why outcome-based education (OBE) has proven to be so controversial. First, OBE requires consideration of the central purposes of compulsory public education, on which there is sharp philosophical disagreement, and the outcome-defining process involves input from many groups with many different perspectives, including students, parents, educators, higher education institutions, employers, community leaders, taxpayers, and policymakers. Second, conflict has arisen between two kinds of OBE and between the interest groups allied with one version or the other. The original version of OBE confined itself fairly narrowly to academic achievement, while the other version (known as transformational OBE) encompasses not only academic knowledge and competence but also affective and attitudinal dimensions of learning. Third, OBE is not "just" about outcomes, but involves a relationship between outcomes and inputs, which are often questions of cost. Fourth, OBE has become a contest for control over the "culture" of education, emphasizing not the actual goals proposed for inclusion in OBE but who proposes them. The four explanations are designed to help construct a framework for understanding and engaging in the OBE debate. (JDD)

ED 381 497 SP 035 866

Scales, Peter C. McEwin, C. Kenneth  
**Growing Pains: The Making of America's Middle School Teachers.**

Center for Early Adolescence, Carrboro, NC; National Middle School Association, Columbus, OH.

Spons Agency—DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.

Report No.—ISBN-1-56090-083-0

Pub Date—94

Note—110p.

Available from—National Middle School Association, 2600 Corporate Exchange Dr., Columbus, OH 43231.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—\*Change Strategies, Educational Improvement, Elementary School Teachers, Field Experience Programs, Graduate Study, Higher Education, Intermediate Grades, Junior High Schools, \*Middle Schools, \*Preservice Teacher Education, \*Program Effectiveness, Secondary School Teachers, \*Specialization, Student Teaching, Surveys, Teacher Attitudes, \*Teacher Education Curriculum, Teachers, Undergraduate Study Identifiers—Georgia, Kentucky, Missouri, North Carolina, Virginia

This monograph reports on a survey of middle level teacher preparation, based on the 1992 "Windows of Opportunity" study and on a modified Delphi process which identified a pool comprised of members of the Center for Early Adolescence and others. These educators were asked to rate the 33 recommendations from the "Windows of Opportunity" study for strengthening middle grades teacher preparation. The study focused on states that had "authentic" middle level teaching certificates and a relatively large number of middle level teacher preparation programs that were major specializations. A total of 2,139 middle school teachers in Georgia, Kentucky, Missouri, North Carolina, and Virginia responded to the survey. Slightly more than half of the teachers had some kind of special preparation for teaching young adolescents, but the majority received it in graduate programs. More than 40 percent of teachers did not have coursework on how to teach young adolescents, more than half did not have coursework on the curriculum and organization of the middle school, and nearly 60 percent did not have field work or student teaching in the middle grades. Teachers who had more of seven identified

coursework and field experience components in their professional preparation rated the quality of their preparation more favorably than did teachers with fewer of these components. Ten recommendations for middle grades teacher education are offered. Appendixes contain the survey questionnaire and a list of advisory panel members. (Contains 44 references.) (JDD)

ED 381 498 SP 035 867

**Multiple Teacher Training Programs: Information on Budgets, Services, and Target Groups. Fact Sheet for the Chairman, Budget Committee, House of Representatives.**

General Accounting Office, Washington, DC.

Health, Education, and Human Services Div.

Report No.—GAO/HEHS-95-71FS

Pub Date—Feb 95

Note—38p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free; additional copies \$2 each; orders for 100 or more copies to be mailed to a single address are discounted 25%; check or money order should be made out to the Superintendent of Documents.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Budgets, Elementary Secondary Education, Enrollment, \*Federal Aid, Federal Government, \*Federal Programs, \*Government Role, Higher Education, Inservice Teacher Education, Preservice Teacher Education, Services, \*Teacher Education Programs

This study examined the total number of federally funded teacher training programs (excluding student loans and grants that could be used for teacher training), the budget obligations for teacher training programs, the number of teachers trained by these programs, and differences in services across the programs. The study found that in fiscal year 1993 the federal government funded at least 86 programs related to teacher training in 9 federal departments and agencies. Detailed questionnaire data were collected from 42 programs. The 42 programs whose primary focus was teacher training obligated \$289 million for teacher training activities and trained over 1 million teachers. In fiscal year 1993, over 130 program officers were employed by the 9 federal agencies to oversee the teacher training programs. Although these 42 programs have some similarities, the purposes, the target groups, and the mix of services provided to teachers differ widely. Typically, these programs funded conferences, trainer salaries, travel, and materials. An appendix contains a copy of the questionnaire. (JDD)

ED 381 499 SP 035 868

Shealy, Barry E.  
**Reflective Modeling in Teacher Education.**

Pub Date—Aug 93

Note—10p; Paper presented at the International Conference on Teaching Mathematical Modeling and Applications (6th, Newark, DE, August 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Higher Education, Learning Activities, Mathematical Applications, \*Mathematical Models, \*Mathematics Instruction, \*Methods Courses, \*Preservice Teacher Education, Problem Solving, \*Reflective Teaching, Secondary Education, \*Secondary School Mathematics, Teacher Education Curriculum

This paper describes mathematical modeling activities from a secondary mathematics teacher education course taken by fourth-year university students. Experiences with mathematical modeling are viewed as important in helping teachers develop a more intuitive understanding of mathematics, generate and evaluate mathematical interpretations, and connect mathematics to real-world and applied situations. A four-step cycle of the modeling process is presented, involving: a real problem situation, the formulated problem, the mathematical model, and conclusions and answers to questions generated through analyzing the model. Three concepts were incorporated into the teacher education course: (1) the importance of developing and understanding one's conceptual model of the situation; (2) emphasis on reflective knowledge; and (3) the participants' evaluation of the entire activity identifying their goals and biases and evaluating their own thought

processes. In the course, the teachers found examples of relationships in everyday language that can be described mathematically, drew graphs, and compared the relationships to familiar functions as possible models. They then classified functional relationships to build families of functions through sorting activities. For example, teachers analyzed U.S. census data, investigated problems involving compounded interest, and discussed possible connections between a new business's advertising expenditures and their sales, thereby using linear, quadratic, exponential, logarithmic, periodic, rational, and algebraic functions. Problems encountered in teaching the modeling process are discussed. (Contains 15 references.) (JDD)

ED 381 500 SP 035 869

Shealy, Barry E.

**Authority and Relativism "in the Trenches": A Case Study of Teacher Development.**

Pub Date—Oct 94

Note—31p; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1994).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Beginning Teachers, \*Beliefs, Case Studies, Field Experience Programs, Higher Education, High Schools, Interviews, \*Mathematics Education, Methods Courses, Preservice Teacher Education, \*Professional Development, Secondary School Mathematics, Secondary School Teachers, Student Development, \*Student Teachers, \*Teacher Attitudes, Teaching Experience Identifiers—\*Teacher Development

A preservice teacher was interviewed 10 times during his last year of teacher education, when he participated in several mathematics teacher education courses and field experiences, and his first year of high school teaching. The case study was designed to develop an understanding of the teacher development process by considering how one teacher developed or resisted new ideas, struggled with reconciling new ideas with his existing beliefs and structures of beliefs, and attempted to put new ideas into practice in the classroom. The study considered how classroom constraints (perceived or real) and the teacher's existing structure of beliefs affected the enactment and/or modification of beliefs. The case study followed the teacher's development in: initial understandings of mathematics and teaching, search for affirmation of beliefs, classroom organization, relating to students, role as a teacher, relating to peers, concerns about external constraints, and continuing growth. Themes in the teacher's belief system included "making mathematics interesting," "problem solving," "structure and control," and "helping people." Conflicts encountered in this belief structure as a result of teaching experience forced him to readjust and redefine his beliefs. Implications for teacher education are outlined. (Contains 19 references.) (JDD)

ED 381 501 SP 035 870

Moses, Jerwa R.

**Roles and Relationships in Student Teaching: A Role-Play Activity.**

Pub Date—20 Feb 95

Note—20p; Paper presented at the National Conference of the Association of Teacher Educators (75th, Detroit, MI, February 18-22, 1995).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Conferences, Decision Making, Discipline, Elementary Secondary Education, Higher Education, \*Interpersonal Relationship, \*Interprofessional Relationship, Methods Courses, Perspective Taking, \*Preservice Teacher Education, Role Perception, \*Role Playing, Student Teachers, \*Student Teaching, \*Teaching Methods Identifiers—Preservice Teachers

This role-play activity is designed for use by teacher educators in a general or content area methods class to help education majors become knowledgeable of role expectations in the student teaching experience and build good interpersonal role relationships. Students conduct library research and interviews concerning role expectations, use the information obtained to carry out 1 of 13 roles in a role-play activity, and describe how s/he felt playing the role. Role incumbents include: college supervisor, student teacher, cooperating teacher, teacher's aide, counselor, librarian, secretary, custodian, principal, assistant principal, reading special-

ist, mother, and father. Participants are grouped to solve case studies at different levels of school (elementary, middle, junior high, senior high, and developmental center). Five role play scenarios are presented, dealing with a student teaching conference, a parent-teacher conference, discipline, decision making, and priorities of school staff. The paper includes questions that students can use in interviewing role incumbents and questions that instructors can use in debriefing participants. (Contains 39 references.) (JDD)

**ED 381 502** SP 035 872

Shapiro, Barbara C.  
National Standards for Teachers.  
National Association of Elementary School Principals, Alexandria, VA.

Report No.—ISSN-0735-0023

Pub Date—Feb 95

Note—5p.

Available from—Educational Products, National Association of Elementary School Principals, 1615 Duke St., Alexandria, VA 22314 (single copies, \$2.50; 10 or more copies, \$2 each; Virginia residents add 4.5% sales tax).

Journal Cit—Streamlined Seminar; v13 n4 Feb 1995

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Improvement, Elementary School Teachers, Elementary Secondary Education, Higher Education, National Programs, \*Professional Development, Secondary School Teachers, \*Standards, \*Teacher Certification, \*Teacher Evaluation, Teaching Experience

Identifiers—\*National Board for Professional Teaching Standards

The mission of the National Board for Professional Teaching Standards (NBPTS) is to strengthen teaching in order to improve schools. There has been general agreement that a national certification system that could reliably identify teachers who meet high and rigorous standards would command the respect of the profession and public. The NBPTS has developed a certification process which is voluntary, signifies highly accomplished teaching based on a specific set of professional criteria, is uniform across the country, and was developed by educators for educators. National Board Certification involves meeting field-specific standards, completing a performance-based assessment process, and participating in continuing education and ongoing professional development. National Board Certification gives principals a fair means of identifying and recognizing accomplished teachers. Principals can look to Board-certified teachers to provide collegiate opportunities for growth and change. Another activity would use certified teachers as resources for new candidates. Evidence of increasing support for NBPTS accomplishments is described, and ways in which principals can support NBPTS efforts are noted. (JDD)

**ED 381 503** SP 035 873

D'Emidio-Caston, Marianne And Others  
Teachers' Voices: Reinventing Themselves, Their Profession, and Their Communities.

Columbia Univ., New York, NY. Teachers Coll. National Center for Restructuring Education, Schools and Teaching.

Spons Agency—DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; IMPACT II—The Teachers Network, New York, NY.

Pub Date—Nov 94

Note—74p.

Available from—National Center for Restructuring Education, Schools, and Teaching, Box 110, Teachers College, Columbia University, New York, NY 10027 (\$8; all orders must be prepaid by check or money order payable to NCREST).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Case Studies, \*Change Strategies, Class Organization, Classroom Techniques, Curriculum Development, \*Educational Change, \*Educational Innovation, Elementary School Teachers, Elementary Secondary Education, Models, Multicultural Education, School Choice, School Effectiveness, School Organization, \*School Restructuring, Secondary School Teachers, \*Teacher Role, Teaching Methods

Identifiers—Chicago Public Schools IL, Lompoc School District CA, Santa Ynez Valley Union High School Dist CA, Schools Within a School Plan (Elementary Educ)

This collection of four case studies discusses the work of teachers and their efforts to change their classrooms, schools, and districts. The case studies show that teachers can learn to use their own strengths and talents, knowledge, shared vision, and commitment to student growth and development to effect change. The first case study, "Santa Ynez Valley Union High School" (Jon Snyder), documents how a rural California high school brought together internal and external resources and expertise to create a model for school change, and reports the difficulty and complexity of mobilizing "whole school" change and of sustaining optimism and momentum in face of early setbacks. "Pod 200 Clubs: A Multicultural Curriculum in Action—the Walt Disney Magnet School" (Lynette Hill with the assistance of Alice Weaver) describes creation of a multicultural and integrated curriculum within an open-classroom team-teaching environment in Chicago (Illinois) through student participation in interest groups. "Lompoc Valley Middle School Challenger Program" (Marianne D'Emidio-Caston and Jon Snyder) discusses creation of a California school-within-a-school which focuses on active learning, accountability, community of learners, integrated curriculum, and changing relationships among teachers and between teachers and parents. "The Foundations School: The School of Choice" (Lynette Hill with the assistance of Alice Weaver) was brought about by Chicago (Illinois) teachers who saw their role as facilitators in the learning process and who believed in whole language, child-centered classrooms and an interdisciplinary approach to learning. Some generalizations are woven throughout the fabric of the case studies that offer insights about networks as supports for intellectual and social change, about the subtleties and nuances of individual and collective learning when they are part of the change process in schools, and about the tensions that arise as teachers bring knowledge from the outside to change the inside of their schools. (JDD)

**ED 381 504** SP 035 876

Taliaferro, Barbara M. Montoya, Alicia L.  
Faculty and Administrators of Color in the Pennsylvania State System of Higher Education: A Status Report.

Pub Date—[95]

Note—13p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Attitudes, Career Development, \*College Faculty, Ethnic Groups, Faculty Mobility, Faculty Promotion, Higher Education, Minority Groups, \*Minority Group Teachers, Occupational Aspiration, Racial Bias, Racial Differences, Sex Differences, State Surveys, \*Teacher Attitudes, Tenure, Women Administrators, \*Women Faculty

Identifiers—Pennsylvania, \*Pennsylvania State System of Higher Education, People of Color

Data from the Pennsylvania State System of Higher Education (SSHE) indicate that men of color represent 13.1 percent of administrative positions and 6.42 percent of faculty positions, while women of color hold 9.66 percent of administrative positions and 4.05 percent of faculty positions. A study was conducted to compare the perceptions of 32 SSHE administrators and 52 SSHE faculty of color. Survey responses were analyzed in terms of demographics, perceived obstacles, perceived support, and aspirations of career mobility. Results confirm disparities of race and gender for faculty and administrators of color in the Pennsylvania SSHE. Career paths, opportunities for upward mobility, tenure, and promotion are reported as avenues of access paved with institutional, personal, and cultural racism. Most respondents indicated a desire to advance in their fields, but felt hindered by institutional barriers and to some degree by personal barriers. Men of color were reported by both women and men to be the least supportive in professional endeavors. Women faculty rated women of color as most supportive; male faculty and both male and female administrators rated white men as most supportive. Recommendations and strategies are offered for institutions and individuals. (Contains 23 references.) (JDD)

**ED 381 505** SP 035 877

Hackmann, Donald G. Schmitt, Donna M.  
Promoting School-University Partnerships: Professional Development of Teachers through the Collaborative School Improvement Program.

Pub Date—21 Feb 95

Note—15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (75th, Detroit, MI, February 18-22, 1995).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College School Cooperation, Cooperative Programs, \*Educational Improvement, Elementary Secondary Education, Higher Education, Models, \*Participative Decision Making, \*Partnerships in Education, Professional Development, \*Professional Development Schools, Program Development, Program Implementation, School Districts

Identifiers—\*Eastern Michigan University

One method of training principals and teachers to lead substantive change initiatives lies in partnership activities between schools and the local university. The Collaborative School Improvement Program (C-SIP) is a successful school-university partnership that focuses upon collaborative relationships between Eastern Michigan University and area schools to promote school improvement activities through building-level shared decision making. The C-SIP model offers a clearly delineated problem-solving approach that effectively combines theory, research, and practice. The individual school, the local school district, the intermediate school district, and Eastern Michigan University each assume important roles in ensuring the successful implementation of local projects. Faculty are recognized as equal shareholders in the change process, and administrative support is a prerequisite to a school's acceptance as a project school. Eastern Michigan University provides financial and technical assistance to each project site, and a faculty member is assigned as a facilitator in assisting with change efforts. The assumptions which form the foundation of the C-SIP model are listed, the C-SIP six-step process is outlined, typical school improvement goals are discussed, and implications for staff developers are identified. (Contains 23 references.) (JDD)

**ED 381 506** SP 035 878

Heath, M. Pearl Stange, Terrence  
Early Field Experience: Contributions of the Methods Courses.

Pub Date—Feb 95

Note—23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (75th, Detroit, MI, February 18-22, 1995).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Education, \*Field Experience Programs, Higher Education, Instructional Effectiveness, \*Knowledge Base for Teaching, \*Methods Courses, \*Preservice Teacher Education, Student Development, Student Experience, \*Teaching Skills

Identifiers—\*Preservice Teachers

Fifty-seven elementary education students enrolled in methods courses were asked to respond to an open-ended questionnaire to identify what knowledge and skills had been learned as a result of participating in field experiences required in the courses. Students provided 516 individual statements, with 245 being knowledge statements, which included facts or concepts about teaching and learning in schools, knowledge of educational environments, and knowledge of self as a beginning professional, and 271 being skill statements, which included action by the student in professional activity, teaching in a particular content area, acting in context, and professional development. Knowledge statements were primarily associated with professional information related to teaching and content to be taught during field assignments. This is in contrast to knowledge identified by beginning field students who emphasized knowledge associated with career exploration and educational contexts. Skills developed made up more than 50 percent of students' statements and were directly linked to the delivery of classroom instruction in field sites. Field experiences just prior to student teaching seem to differ from those provided at the beginning of a teacher education program in terms of curriculum and instructional emphasis. (Contains 12 references.) (Author/JDD)

**ED 381 507** SP 035 879

Geltner, Beverly B.  
Shaping New Leaders for New Schools: Using the Case Method for Innovative Teaching and Learning.

Pub Date—Mar 95

Note—15p; Paper presented at the International Conference on Case Method Research and Application (12th, Leysin, Switzerland, June 18-21, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Case Studies, College Instruction, \*Doctoral Programs, \*Educational Administration, Educational Innovation, Faculty Development, Graduate Study, Higher Education, Interdisciplinary Approach, \*Leadership Training, \*Student Evaluation, Teaching Methods, Theory Practice Relationship, Undergraduate Study

Identifiers—\*Case Method (Teaching Technique), Comprehensive Examinations, \*Eastern Michigan University

The educational administration faculty at Eastern Michigan University sought to expand the linkage between theory and practice in all aspects of the program and to bridge traditional course divisions. A department-wide case method initiative was introduced with the purpose of developing the case-method teaching skills of all department members and infusing case teaching in the design of all courses and in classroom instruction and assessment at all levels. The University's Faculty Center for Instructional Excellence presented workshops on case instruction, provided sample materials, and conducted individual faculty coaching sessions on the writing and teaching of cases. For the doctoral comprehensive examination, an interdisciplinary case study was developed, to assess the knowledge base and skill levels attained by students by confronting them with a complex, reality-based problem. Writing the doctoral case examinations served as a powerful opportunity for all faculty to collaborate on a significant teaching and grading innovation. Applying the case method to the doctoral comprehensive examination has had enormous impact on all aspects of the program including faculty knowledge, teaching repertoire, and attitude; student interest, motivation, and understanding; assessment of student learning; and course and program design at the doctoral, specialist, and master's level. (Contains 25 references.) (JDD)

**ED 381 508**

SP 035 880

*Spor, Tara M.*  
**Students for Education.**

Pub Date—21 Nov 94

Note—6p; Paper presented at the Annual Meeting of the National Council of Teachers of English (Orlando, FL, November 16-21, 1994).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Students, Department Heads, Elementary Secondary Education, \*English Teacher Education, Higher Education, Organizational Effectiveness, Personal Narratives, \*Preservice Teacher Education, \*Student College Relationship, \*Student Educational Objectives, \*Student Organizations, Student Teaching

Identifiers—\*Rutgers the State University Camden NJ, Students Activity Funds

This paper is the text of a speech given by the president of "Students for Education," a students' organization at Rutgers-The State University at Camden (New Jersey), describing her experiences organizing and leading the group. She describes the organization's first year when it was a grassroots organization with the goal of becoming an officially recognized student group. Activities that year included creating a student advisory board and meetings with members of the Department of Education over development of a new admissions policy. In the spring of 1993 Students for Education was recognized as an official student group and the speaker was elected president. She then focused in the next year on securing funds and an office on campus for Students for Education. When a detailed budget and schedule of planned events was submitted, the speaker reports that they received immediate approval for funding. An account of an official meeting of the new chairperson of the Education Department with the group describes the announcement that all education students might not be guaranteed student teaching placements and that a fee might be instituted for student teaching assignments. The paper closes with a description of follow-up activities of the speaker and her group to address these concerns. (JB)

**ED 381 509**

SP 035 881

*Weiler, Robert M.*

**Using Published Teaching Techniques To Develop Lesson Plans.**

Pub Date—8 Oct 94

Note—6p; Paper presented at the National Conference of the American School Health Association (68th, Houston, TX, October 8, 1994).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Techniques, Elementary Secondary Education, Guidelines, \*Health Education, Higher Education, Inservice Teacher Education, \*Instructional Design, \*Lesson Plans, \*Methods Courses, Preservice Teacher Education, Teaching Methods

This paper provides guidelines on how to develop complete lesson plans using information from selected published articles and a standard lesson plan outline. The technique is designed as a culminating project for a methods and materials health education course or a teacher inservice activity. Students select a journal article that describes an innovative process-specific or content-specific teaching strategy. They then develop a complete lesson plan using an outline adapted from K. Middleton's "Anatomy of a Lesson." Enough information is provided to enable a substitute teacher to implement the lesson with minimal preparation. Students can demonstrate the selected lesson for evaluation and provide copies of their strategy to classmates. Students report that they enjoy reviewing strategies and being exposed to the creative ideas of other health educators, and they feel that they acquire additional insights about planning, organizing, and directing lessons. Assignment guidelines and a copy of the lesson plan outline are appended. (JDD)

**ED 381 510**

SP 035 882

*Weiler, Robert M.*

**The Role of School Health Instruction in Preventing Injury: Making It Work.**

Pub Date—21 May 93

Note—7p; Paper presented at the World Conference on Injury Control (2nd, Atlanta, GA, May 21, 1993).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Accident Prevention, Accidents, \*Course Content, \*Educational Needs, Elementary Secondary Education, \*Health Education, \*Injuries, Instructional Development, \*Prevention, Safety, \*Safety Education

Reducing the incidence and severity of child and adolescent injuries requires a multifaceted approach involving broad-based health and social service agencies, including schools. Recognition of the need for injury prevention education began with the Industrial Revolution in the 1900s, and safety education was developed as a unit of health instruction in the schools of the 1920s and 1930s. With the growing popularity of the automobile, concerns about traffic safety, pedestrian safety, and alcohol use and the automobile, brought about expansion of health education programs. Injury prevention and safety today are considered a content area of comprehensive school health instruction. Instruction should include attitudes toward safety, causes of accidents, home and school safety, traffic safety, fire prevention, survival education, environmental hazards, accident prevention, emergency health care, safety personnel, resources and agencies, individual safety precautions, recreational safety, occupational safety, safety rules, and laws and regulations. The content should be age-appropriate and should reflect the health problems of the nation, state, and local communities. State mandates concerning injury prevention instruction are noted, a list of barriers to effective injury prevention instruction is presented, and recommendations for program development are offered. (JDD)

**ED 381 511**

SP 035 883

*Evans, Shirley King*

**Nutrition Education Materials and Audiovisuals for Grades Preschool through 6. Special Reference Briefs.**

National Agricultural Library, Beltsville, MD.

Report No.—ISSN-1052-536X; SRB-94-09

Pub Date—Jul 94

Note—67p.

Available from—U.S. Department of Agriculture, National Agricultural Library, Beltsville, MD

20705.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Audiovisual Aids, Curriculum, Dietetics, Elementary Education, \*Foods Instruction, Health Education, \*Instructional Materials, Nutrition, \*Nutrition Instruction, Preschool Education

This resource guide lists nutrition education materials, audiovisuals, and other materials for elementary school classroom use. Topics covered include general nutrition, food preparation, food science, and dietary management. Teaching materials listed include books, brochures, food models, games, kits, videocassettes, audiocassettes, activity sheets, posters, and lesson plans. Items are listed within the following categories: curriculums (34 items), learning activities (40 items), storybooks (19 items), audiovisuals (51 items), resources written for children (9 items), and resources for adults (75 items). For each item listed, information includes title, author, type of material, length (pages or minutes), publisher or producer, National Agricultural Library call number, and summary of content. A few of the items are available in languages other than English. Items are available on loan from the National Agricultural Library; guidelines for requesting materials are provided. (JDD)

**ED 381 512**

SP 035 884

*Evans, Shirley King*

**Nutrition Education Materials and Audiovisuals for Grades 7 through 12. Special Reference Briefs.**

National Agricultural Library, Beltsville, MD.

Report No.—ISSN-1052-536X; SRB-94-10

Pub Date—Jul 94

Note—53p.

Available from—U.S. Department of Agriculture, National Agricultural Library, Beltsville, MD 20705.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Audiovisual Aids, Curriculum, Dietetics, \*Foods Instruction, Health Education, \*Instructional Materials, Nutrition, \*Nutrition Instruction, Secondary Education

This resource guide lists nutrition education materials, audiovisuals, and other materials for secondary school classroom use. Topics covered include general nutrition, food preparation, food science, and dietary management. Teaching materials listed include books, brochures, food models, games, kits, videocassettes, audiocassettes, activity sheets, posters, and lesson plans. Items are listed within the following categories: curriculums (13 items), learning activities (24 items), audiovisuals (49 items), resources written for children (16 items), and resources for adults (38 items). For each item listed, the information provided includes title, author, type of material, length (pages or minutes), publisher or producer, National Agricultural Library call number, and summary of content. A few of the items are available in languages other than English. Items are available on loan from the National Agricultural Library; guidelines for requesting materials are provided. (JDD)

**ED 381 513**

SP 035 886

*Milligan, Jeffrey Ayala*

**Multiculturalism and Religious Fundamentalism: The Moral Challenge of Gender.**

Pub Date—13 Nov 94

Note—16p; Paper presented at the Annual Meeting of the American Educational Studies Association (26th, Chapel Hill, NC, November 10-13, 1994).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cultural Pluralism, \*Females, \*Feminism, Higher Education, Moral Values, Multicultural Education, \*Religious Cultural Groups, \*Sex Role, Value Judgment

Identifiers—Empowerment, \*Patriarchal Societies, \*Religious Fundamentalism

This paper raises some points of tension that religious fundamentalism poses for multiculturalism, particularly regarding the status and role of women. An early section argues that inclusion and empowerment are key concepts at the core of multiculturalism. Further, the paper argues, multiculturalism's post-modernist/post-colonial deconstruction approach has created a non-absolutist conception of

power, knowledge, culture, and identity. In this context, the next section asks if multiculturalism's championing of the marginalized, and its re-examination of the relationship between religion and education, logically extends its inclusion and empowerment agendas to religious fundamentalist movements that are actually subcultures? A review of the social and intellectual development of religious fundamentalism in the United States follows along with an argument that it and multiculturalism are both responses to or critiques of modernity. The next section explores the tension that arises over the role and status of women when fundamentalist groups are legitimized under the multicultural agenda. The next section describes the experiences of two women from fundamentalist cultures who had to enter into arranged marriages and the personification in these women of the dilemma that fundamentalist culture poses for multiculturalism. If one holds to the belief that the empowerment of women is an integral part of multiculturalism, then one is bound to question the morality of women's subordination. The paper concludes that it may be time to seek a new conceptual basis for multiculturalism, one that moves beyond diversity, inclusion, and empowerment, that can bridge differences and not forget subordinated individuals and groups. (JB)

ED 381 514 SP 035 889

Barell, John

**Teaching for Thoughtfulness: Classroom Strategies To Enhance Intellectual Development. Second Edition.**

Report No.—ISBN-0-8013-1302-3

Pub Date—95

Note—349p.; For first edition, see ED 331 789. Available from—Longman Publishers USA, 10 Bank Street, White Plains, NY, 10606.

Pub Type—Books (010)—Guides—Classroom—Teacher (052)

Document Not Available from EDRS.

Descriptors—Classroom Environment, \*Curriculum Design, Educational Change, Educational Practices, Elementary Secondary Education, \*Evaluative Thinking, Higher Education, Inservice Teacher Education, Personal Narratives, Preservice Teacher Education, \*Problem Solving, Reflective Teaching, \*Skill Development, \*Strategic Planning, Teaching Methods, \*Thinking Skills

This text, designed for both preservice and inservice educators, promotes critical thinking and problem solving across the curriculum. Chapter 1 presents information from personal observations and national studies to support the conclusion that educators need to spend more time creating environments that foster thoughtfulness. Chapter 2 defines thinking as a search for meaning and understanding. Chapter 3 envisions a school which teaches thoughtfulness. Chapter 4 explores ways of moving toward the vision. Chapter 5 examines ways of designing a classroom environment that invites students' thoughtfulness. Chapter 6 exemplifies what is meant by problem-based learning and provides a rationale for this way of designing curricular and instructional plans. Chapter 7 presents one way of designing problem-based learning curricular experiences. Chapters 8-11 present strategies that go beyond minimal understanding of facts and ideas—strategies that involve problem solving, and in turn imagination (adventurous thinking), being reasonable (critical thinking), and reflecting on the processes (metacognition). Chapter 12 focuses upon determining the quality and depth of students' understanding of what has been taught. Chapter 13 uses examples from a number of different schools to illustrate several points about effecting change. Chapter 14 shares the experiences of four elementary and secondary school teachers and one mother, with children's developing independence. (LL)

ED 381 515 SP 035 890

Schick, Jo-Anne Boothe, Diane

**Survey of Teachers' Attitudes toward Diversity: A Pilot Study.**

Pub Date—[95]

Note—12p.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cultural Pluralism, Elementary Secondary Education, \*English (Second Language), Graduate Students, Graduate Study, Higher Education, Minority Groups, \*Multicultural Education, Questionnaires, Second Language Instruction, \*Teacher Attitudes, Teacher Certification

Education, \*Teacher Education, Teacher Expectations of Students, Teachers

Identifiers—\*Diversity (Student)

This study measured the attitudes and beliefs of teachers in graduate English-as-a-Second-Language (ESL) courses regarding cultural diversity, and particularly regarding multicultural education and educational strategies. Subjects were 31 graduate students enrolled in two of the Education courses required for ESL endorsement. All of the subjects were or had been classroom teachers and were taking these courses in order to complete their ESL endorsement requirements. Twenty-six of these students were women and five were men. The majority indicated that they were of European descent, while one student indicated Hispanic heritage and another Asian. Students ranged in age from mid-twenties to over 60 years of age. Students in both classes were administered the questionnaire during the first and the last class sessions. Results indicated that there were not significant differences on either the pre- or the posttest for gender ethnicity, age experience, or class. Analysis for change over the time of the course found that White students showed favorable attitude change. Discussion of the results observes that pretest mean scores were already quite high and that this population was already favorably disposed to teaching language-minority students. It is recommended that future surveys be administered to larger groups of graduate students prior to the final class meeting. For the purpose of the pilot study, these findings establish a framework for future discussion and investigation of issues affecting teacher attitudes. (Contains 15 references.) (JB)

ED 381 516 SP 035 891

Brogan, Bernard R.

**The Case for Teacher Portfolios.**

Pub Date—13 Feb 95

Note—14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (47th, Washington, DC, February 12-15, 1995).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Educational Change, Elementary School Teachers, Elementary Secondary Education, Evaluation Methods, \*Portfolio Assessment, Portfolios (Background Materials), Secondary School Teachers, \*Teacher Evaluation, \*Teacher Improvement, \*Teacher Role

This paper describes how teacher portfolios could be used to provide teachers with the opportunity to grow professionally in concert with other teachers and in ways that promote school, district, and professional student performance standards. An opening section discusses the lack of progress in developing effective teacher evaluation and improvement procedures in recent years. A discussion of portfolio use argues that it can encourage collegiality and collaboration; experimentation; incorporation of available knowledge bases; involvement in goal setting, implementation, evaluation, and decision-making; time to work on staff development and assimilate new learning; leadership and sustained administrative support; incentives and rewards; designs built on principles of adult learning; and integration of individual goals with school and district goals. A list of what to include in a portfolio suggests statement of goals and philosophy of teaching; summary of professional responsibilities and involvements; criteria for assessing teaching performance; and criteria for assessing service to school and the profession. It is concluded that portfolios allow for teachers to be in the middle of current efforts to improve the quality of teaching and learning in the schools. Contains 32 references. (JB)

ED 381 517 SP 035 894

Blackwell, E. Harold Carlson, Gerald

**Academic and Legal Ramifications of Hiring the Best.**

Pub Date—Mar 95

Note—30p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 1995).

Pub Type—Guides—Non-Classroom (055)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Administrator Selection, \*Compliance (Legal), Elementary Secondary Education, \*Employment Interviews, Higher Education, Job Applicants, \*Labor Legislation, Personnel Data, \*Personnel Selection, Qualifications, \*Question-

ing Techniques, \*Resumes (Personal), Search Committees (Personnel), Teacher Selection

This paper outlines a process for hiring the best candidate for a faculty or staff position, particularly structuring the process and conducting resume reviews and interviews. The entire paper proceeds from the assumption that no management function is more critical than the hiring of faculty and staff. The first section provides suggestions for each phase of the hiring process: request to fill the position, formation of a search committee, deciding what the organization needs, writing the job description, determining the hiring criteria, and noting the legal ramifications of criteria. The next section on resume evaluation and interviews opens with suggestions for developing a candidate score-sheet (includes a sample). This section also offers suggestions on analyzing the resume, checking references, and conducting a successful interview. The section on interviewing covers: what questions to ask, styles of interview questions, questioning techniques, why interviews fail, 12 key points on which to evaluate each candidate, and telephone interviews. Final sections address compiling scores, correspondence, candidate elimination, and decision-making. Appended are: information on interviewing protected class candidates (covers illegal interview questions and their legal formulations); a list of obstacles to effective interviewing; and the preemployment guide of the College and University Personnel Association. (JB)

ED 381 518 SP 035 895

Bishop, Kathleen Kirk And Others

**Family/Professional Collaboration for Children with Special Health Needs and Their Families.**

Vermont Univ., Burlington. Dept. of Social Work. Spons Agency—Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

Pub Date—93

Contract—MCJ-507036

Note—45p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Cooperation, Delivery Systems, Early Intervention, \*Family Involvement, \*Family Programs, Interpersonal Relationship, \*Interprofessional Relationship, Parent Participation, \*Special Health Problems, \*Teamwork, Young Children

This monograph represents the collective thinking of parents of children with special health needs, family members, and professionals concerning what is necessary and important in collaborative relationships. Collaboration is viewed as a way to improve quality of life and health of children and their families, by working together to humanize the service delivery system in a spirit of shared ownership and responsibility. Seven principles of family/professional collaboration are discussed. Family/professional collaboration: (1) promotes a relationship in which family members and professionals work together to ensure the best services for the child and the family; (2) recognizes and respects the knowledge, skills, and experience that families and professionals bring to the relationship; (3) acknowledges that the development of trust is an integral part of a collaborative relationship; (4) facilitates open communication so that families and professionals feel free to express themselves; (5) creates an atmosphere in which cultural traditions, values, and diversity of families are honored; (6) recognizes that negotiation is essential in a collaborative relationship; and (7) brings to the relationship the mutual commitment of families, professionals, and communities. The monograph concludes with a list of people and programs involved in the University of Vermont's Family/Professional Collaboration Project and a list of key elements of family-centered care. (Contains 39 references.) (JDD)

ED 381 519 SP 035 896

Weiler, Robert M. Wallis, Nicole A.

**Suggested Acquaintance/Date Rape Education & Prevention Strategies for School Health Instruction.**

Pub Date—13 Apr 94

Note—29p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 28-April 1, 1995); Exposition of the Association for the Advancement of Health Education (Denver, CO, April 13, 1994). Conference and authors' names overlay text.

Pub Type—Guides—Classroom—Teacher (052)—

Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Crime, \*Health Education, Health Materials, Health Programs, Health Promotion, High Schools, \*Prevention, \*Rape, Sexuality, \*Units of Study, Violence

Identifiers—\*Acquaintance Rape, \*Date Rape

Data suggest that acquaintance and date rape may account for 50-70 percent of all reported rapes in the United States. Recent findings also indicate that one in four college women have been raped or a victim of attempted rape. As most rape victims are between 15 and 24 years of age, high school-based education programs must be provided if society expects to eliminate this social and public health problem. A series of lessons are proposed that can be included as part of a high school safety and injury prevention unit in an existing health education curriculum. This concept-based unit includes well defined behavioral objectives, recommended content, suggested materials and resources, suggested learning activities, and evaluation measures. Content includes: types of rape; relevant epidemiologic data; myths and stereotypes about rape; cultural influences and risk-factors associated with rape (including alcohol and drug abuse); verbal and non-verbal communication; and preventive strategies. Activities are designed to increase knowledge; to help students examine personal beliefs and cultural attitudes; and to strengthen communication, decision-making, and assertive-resistance skills. Students learn to recognize at-risk situations, verbal and nonverbal messages and stages that commonly occur prior to an acquaintance/date rape. Also, students practice prevention strategies and discuss how to apply them to everyday life. Instructional methods include lecture/discussion, video, group activities, attitudinal inventories, critical incidents, and music. Suggestions for student evaluation are provided. Appendixes contain definitions, sexual assertiveness continuum, text of three popular songs, scenarios, sexual assault/sexual behavior questionnaire, a list of prevention strategies, and practical tips. (Author/JB)

**ED 381 520** SP 035 897

**Criteria for Evaluating an AIDS Curriculum. Third Edition.**

National Coalition of Advocates for Students, Boston, MA.

Report No.—ISBN 1-880002-02-7

Pub Date—92

Note—35p.

Available from—National Coalition of Advocates for Students, 100 Boylston St., Suite 737, Boston, MA 02116-4610.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Acquired Immune Deficiency Syndrome, Check Lists, Community Involvement, Curriculum Development, \*Curriculum Evaluation, Developmental Stages, \*Disease Control, Elementary Secondary Education, \*Evaluation Criteria, \*Health Education, Prevention, Staff Development

This booklet presents a set of criteria that can be used to evaluate and compare curricula for the teaching of Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The criteria are arranged in a checklist covering curriculum content and curriculum development/implementation. The booklet discusses developmental characteristics of students at different grade levels and appropriate approaches to HIV education in those grades, from kindergarten through grade 12. Information that should be communicated to all adolescents is provided. A staff training program and strategies for parent and community involvement are also outlined. The booklet recommends that HIV and AIDS instruction take place within a comprehensive health education program that establishes a foundation for understanding the relationship between health and behavior. (JDD)

**ED 381 521** SP 035 898

Newman, Richard E. Miller, Michael T.

**Historical Overview of Physical Education Teacher Education Curricula in American Higher Education.**

Pub Date—[90]

Note—32p.

Pub Type—Historical Materials (060)

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Curriculum Design, Curriculum Development, \*Educational History, Elementary Secondary Education, \*Health Education, \*Higher Education, \*Physical Education, Physical Education Teachers, \*Preservice Teacher Education, Private Colleges, Recreational Programs, State Colleges, State Legislation

Identifiers—\*AAHPERD

This paper reviews the history of physical education teacher education curricula in higher education in the United States, the forces that have created curriculum changes, and the development of the professional association: the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). The paper first discusses the initial preparation of physical education teachers in the 19th century. This section begins with the first normal school of physical education in 1861 and describes the physical education movement of the 1850s and 1860s, legislation that encouraged physical education, and educational thinking of the time. The next section describes state and privately funded physical education teacher education institutions. There follows a discussion of the 1900 to 1917 period when athletics, dance, and recreation were added to the physical education curricular format. A section on state legislation describes state policies and the impact of the work of leaders in the field in the first quarter of the 20th century. The next section looks at developments during the Depression. A section on expansion in health education, recreation, and safety education between 1941 and 1949 focuses on changes in curricula. The next section looks at the physical fitness movement of the 1950's. A final section looks at research, federal legislation, specialization, and teacher supply from the 1960's through the 1980s. Contains 52 references. (JB)

**ED 381 522** SP 035 899

Freeman, William H.

**Sport Coaching Certification as an International Educational Trend.**

Pub Date—30 Mar 95

Note—10p; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 30, 1995).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Athletic Coaches, \*Certification, Educational Trends, Elementary Secondary Education, Higher Education, Physical Recreation Programs, \*Standards

Identifiers—AAHPERD, \*Coaching, Sports Officials

This paper looks at the international trend toward certification of sport coaches and, in particular, developments and obstacles toward certification in the United States. A look at developments abroad cites four common approaches to sport coaching certification with training falling into three focal areas: knowledge that is common to all sports, knowledge that is sport-specific, and practical experience. Representatives of each sport develop their own sport-specific curricula. Although standards may vary from one country to another they are generally minimal. National coaching programs in other countries usually require no more than the equivalent of two days' work in class to coach inexperienced children and no more than 2-3 weeks work in class for certification to coach Olympic-level athletes. Following sections discuss the basic knowledge needs of coaches, their technological knowledge and skill needs, and their traditional conservatism and fear of technology. A discussion of concerns in developing an American certification program notes that physical educators are a major force in shaping certification efforts, and that realistic guidelines are needed as well as applied coach education programs for certification. A final section describes the National Association for Sport and Physical Education (NASPE) and its proposed standards currently under discussion. Contains 38 references. (JB)

**ED 381 523** SP 035 900

Buzzee, Linda L.

**Integrating the Mind and Body of the High School and Collegiate Golfer.**

Pub Date—[93]

Note—13p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**EDRS Price - MF01 Plus Postage.**

**EDRS Price - MF01 Plus Postage.**

**EDRS Price - MF01 Plus Postage.**

**EDRS Price - MF01 Plus Postage.**

**EDRS Price - MF01 Plus Postage.**

**EDRS Price - MF01 Plus Postage.**

**EDRS Price - MF01 Plus Postage.**

**EDRS Price - MF01 Plus Postage.**

Descriptors—\*Athletes, \*Athletic Coaches, College Students, \*Golf, Higher Education, High Schools, High School Students, \*Holistic Approach, \*Teaching Methods

Identifiers—\*Coaching

This paper describes coaching golf as an art and a science that requires the effective integration of the golfer's mind and body. In typical coaching situations it is presumed that the coach's task is to provide the student with a knowledge of the rules, swing mechanics, and course management skills. A coach's task includes much more, however. The coach's role should be defined as the ability to blend golf knowledge, teaching skills, and ability to allow the physical-mechanical aspects of golf to become intertwined with the cognitive characteristics of each player. Coaching strategies are suggested that address error corrections in terms of the physical and psychological requirements needed to elicit a change in performance of a specific golf or course management skill. Setting-up is described as a phase of the golf swing that prepares the mind and body for the execution of the shot. Further sections discuss initiating the swing, sequential analysis of the set-up, shot planning, and the full swing. Final sections discuss keeping instructions simple, resisting the urge to make multiple corrections over a short period of time, using language that does not instill fear, and bridging the gap between golf knowledge and effective shot production. (JB)

**ED 381 524** SP 035 902

Kelley, R. Mark. And Others

**Stages of Acquisition of Gateway Drug Use in Upper Elementary School Children.**

Pub Date—9 Oct 94

Note—11p; Paper presented at the Annual Meeting of the American School Health Association (Houston, TX, October 5-9, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Alcoholic Beverages, Drinking, \*Drug Use, \*Elementary School Students, Grade 4, Grade 5, Grade 6, Intermediate Grades, Marijuana, Smoking, \*Student Behavior, Tobacco

Identifiers—\*Arkansas, Drug and Alcohol Survey, Smokeless Tobacco

This study examines the stages of acquisition of "gateway" drug use among fourth, fifth, and sixth grade students at 11 elementary schools in Arkansas. A 109-item questionnaire, administered in the classrooms by the classroom teachers, solicited information about the stages of acquisition and the subjects' use of alcohol, smokeless tobacco, cigarettes, and marijuana, as well as demographic information. Complete data were collected from 464 students. Of respondents, 77.4 percent were white. Results were analyzed within stages of use defined as: precontemplation 1—those who had not tried the substance and were not planning to; contemplation—those who had not tried the substance but were planning to try it sometime; precontemplation 2—those who had tried the substance but were not planning to try it again; initiation—those who had tried the substance and/or were planning on trying it in the next 30 days; action—those who had used the substance regularly for up to 6 months; maintenance—those who had been using the substance for 6 months or longer; and habit change—those who had been using the substance regularly for at least 6 months and were thinking of stopping. Some of the findings were: (1) for alcohol use, 61 percent were in the precontemplation 1 stage, 24.1 percent in the precontemplation 2 stage, and 8.2 percent in the initiation stage; (2) for smokeless tobacco, 71.6 percent were in the precontemplation 1 stage, 2.4 percent in the contemplation stage, and 15.9 percent in the contemplation 2 stage; (3) for cigarettes, 80.8 percent indicated the precontemplation 1 stage, 1.3 percent the contemplation stage, 9.1 percent the precontemplation 2 stage, and 3.9 percent the initiation stage; (4) for marijuana, 93.5 percent indicated the precontemplation 1 stage, 0.4 percent the contemplation stage, and 0.9 percent the precontemplation stage. The conclusion is that the Stages of Acquisition of Gateway Drug Use model may be a useful tool for examining drug use among upper elementary school students. (Contains 12 references.) (JB)

**ED 381 525** SP 035 903

Bennett, John P.

**Sequence Dance for Lifelong Leisure Activity: An International Experience!**

Pub Date—28 Mar 95

Note—9p; Paper presented at the Annual Meeting

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

**EDRS Price - MF01/PC02 Plus Postage.**

of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 28-April 1, 1995).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Dance, \*Dance Education, Elementary Secondary Education, Exercise, Foreign Countries, Higher Education, Lifetime Sports, \*Recreational Activities Identifiers—\*England

This paper provides the outline of a session in dance at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance. The purpose of the session was to provide an opportunity to celebrate individual differences while learning new skills for lifelong leisure activity through an English dance form known as "Sequence Dancing." The paper describes the popularity of sequence dancing in England and lists the moves to five particular sequence dances: Lilac Waltz; "Q.E.I." Goes Latin; Cambridge-Oxford Stroll; Jive; and Manor House Shuffle. (JB)

ED 381 526 SP 035 904

Corbett, Doris R.

Sport Heroes in Congress.

Pub Date—1 Apr 95

Note—24p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 28-April 1, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Athletes, \*Athletics, Elementary Secondary Education, Higher Education, Individual Development, Profiles, \*Public Service Occupations, Sport Psychology, \*Sportsmanship Identifiers—\*Congress, \*Heroes

This paper reports the findings of a study of the role of sports in the lives of U.S. Congressmen and focuses attention on six gifted athletes for whom sports provided preparation for government service. The word "hero" as used in this paper refers to former members of Congress who were admired for their athletic prowess and for their political careers and successes. They participated in sport at the elementary, secondary, and collegiate levels and at amateur, professional, and Olympic levels. The paper argues that the attributes of leadership and teamwork learned from sports can be carried over to successful careers in business, the professions, and public service. It is noted that no women are represented among the heroes because of the historical underrepresentation of women in Congress and the male domination of sports. A description of the research lists the 12 congressmen surveyed for the project and briefly describes the results of an additional survey of women senators and representatives that solicited information on their participation in competitive sports. Many of the women surveyed placed a high value on athletics and sports competition. The bulk of the paper is devoted to profiles of Gerald R. Ford, Jack French Kemp, Robert Bruce Mathias, Charles Thomas McMillen, Ralph H. Metcalfe, and Wilmer David "Vinegar Bend" Mizell. Appended are figures showing the educational value of sport as perceived by the sport heroes of Congress. (JB)

ED 381 527 SP 035 905

Sayre, Nancy E.

Focus on Preschool Aquatics: Child Care Regulations.

Pub Date—[95]

Note—8p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Aquatic Sports, Child Caregivers, \*Day Care Centers, Preschool Education, \*Preschool Teachers, Safety, \*Safety Education, Safety Equipment, School Safety, Swimming Pools, \*Water, Water Treatment

This paper proposes state regulations for the training of child care staff members in developmentally appropriate safe aquatic practices, outlines required features of any pools that children visit, and suggests safe practices for water-related activities at child care centers and swimming pools. The staff training regulation suggestions include requirements for on-duty lifeguards, for cardiopulmonary resuscitation (CPR) training for lifeguards and staff members, and for staff members to know first aid, water safety rules, how to swim, all pool regulations, and other provisions. Pools should be surrounded by

a fence, have self-locking gates, have emergency telephone numbers and first aid kits available, have filtration systems, have annual inspection by the local Department of Health, be located away from play areas, have daily chemical checks, and have water temperature at least at 70 degrees. For water activities on site at child care centers, equipment should be cleaned daily and emptied and put away when not in use, staff should have CPR water safety training, and a staff-to-child ratio of one-to-two should be maintained. (JB)

ED 381 528 SP 035 906

Bullew, Jerry L.

HPERD Administrators' Perspectives Concerning Importance and Practice of Selected Marketing Methods.

Pub Date—1 Apr 95

Note—27p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Portland, OR, March 28-April 1, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Administrators Attitudes, Administrators, \*College Administration, Dance Education, Health Education, Higher Education, \*Marketing, National Surveys, \*Physical Education, Recreational Programs

This paper reports on the critical role that marketing can have on the health, physical education, recreation, and dance professions (HPERD) and on a national survey of college administrators in the field and their attitudes and practices at the college level. The first half of the paper briefly traces the growing impact of marketing on service sector entities and clarifies misconceptions and misunderstandings about marketing that hinder its acceptance and implementation at institutions of higher education. This section covers marketing history and the HPERD professions, principles of marketing, and marketing methods. The research report describes a survey of 887 administrators (43 percent responded with usable surveys) and their personal perspective on the importance and current levels of practice of 15 marketing methods. From the results the paper concludes that the perceived importance of marketing methods is not reflected in equivalent practice as respondents rated 13 of the 15 marketing methods important and yet reported their practice of these as infrequent. In addition administrators at HPERD units in higher education are consistent in their ratings of the importance and practice of the selected marketing methods despite regional and institution-type differences. Appendixes contain the survey instrument, and a figure depicting the ratings of importance and level of current practice of 15 selected marketing methods. Contains 33 references. (JB)

ED 381 529 SP 035 908

Owens, Martha Rockett, Susan

Every Child a Winner with Inclusion.

Educational Excellence, Inc., Ocilla, GA.

Pub Date—[95]

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Curriculum Development, \*Disabilities, Elementary Education, Elementary School Students, \*Inclusive Schools, \*Individualized Education Programs, Mainstreaming, \*Movement Education, Program Descriptions, Regular and Special Education Relationship, Self Esteem, Teacher Effectiveness Identifiers—\*Every Child a Winner

This paper describes the "Every Child a Winner" curriculum that provides inclusion for special needs children in elementary classrooms. Key elements of the curriculum for all ability levels are: improved fitness and motor skills, and enhanced academics and self-esteem for every child. Early program development is described as growing out of movement concepts that were later delineated into objectives and sequential movement experiences for children in daily lessons. The rationale for using movement concepts was that these were thought to better serve the needs of all students as well as those with special needs. Strategies are enumerated: the content decision; the appropriate teaching facility; the selection of equipment and apparatus; and the teaching method, class organization, and discipline techniques. In summary the paper describes the curriculum as centered on space awareness, body

awareness, qualities of movement, and relationships. The paper also reports that field tests have found some strategies to be particularly effective: movement concepts for content; facility changes to allow students more flexibility; equipment selection to allow a variety of shapes, sizes, weights, and adaptability; indirect teaching methods; class organization to permit student decisions about grouping; and positive discipline which facilitates student responsibility for their own behavior. A program specification sheet is appended. (JB)

ED 381 530 SP 035 918

Abdal-Happ, Ismat

ERIC as a Resource for the Teacher Researcher. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-93-7

Pub Date—Mar 95

Contract—RR93002015

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Action Research, Bibliographic Databases, \*Computer Uses in Education, \*Educational Research, \*Educational Resources, Elementary Secondary Education, Higher Education, \*Research Tools, Teacher Education, Teachers, Telecommunications

Identifiers—\*ERIC, ERIC Digests, Teacher Development, \*Teacher Researchers

This digest outlines salient characteristics of teacher-led research and its benefits to teachers and students. A discussion of selected resources for teacher researchers, which are available through various components of the Educational Resources Information Center (ERIC), follows the overview. Effective teacher research is an empowering professional development activity that can assist teachers in several ways: (1) it empowers teachers, giving them greater confidence in their ability to individually and collectively promote change; (2) it develops and improves intellectual and technical skills; and (3) it expands career opportunities. Because teacher research is typically driven by a teacher's desire to improve his or her practice, and because it is focused on a specific problem, students generally reap immediate benefits from the teacher's findings. ERIC can assist teacher researchers to plan, implement, and disseminate their research. Specific ERIC resources that may be particularly useful include the ERIC database, the AskERIC Virtual Library and other Internet-based resources, ERIC publications, and subject-specific ERIC clearinghouses. Examples of information from some of these specific resources found within the ERIC system are given, and contact information for identified resources is included. (Contains 16 references.) (IAH)

ED 381 531 SP 035 922

Bainer, Deborah L. Didham, Cheryl K.

Mentoring and Support Networks in Elementary Schools.

Pub Date—1 Apr 95

Note—28p.; Paper presented at the Annual Meeting of the International Mentoring Association (San Antonio, TX, March 30-April 1, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Collegiality, Elementary Education, Elementary Schools, \*Elementary School Teachers, Faculty Development, \*Interpersonal Relationship, \*Mentors, Organizational Climate, Peer Relationship, Quality of Working Life, \*Sex Differences, \*Social Support Groups, Surveys, Teacher Attitudes, Work Environment Identifiers—\*Protege Mentor Relationship

This study explored the dimensional structure of mentoring and other support behaviors that occur naturally among teachers in elementary school settings and contrasted the support networks of female and male teachers. A Teacher Support Behavior Survey (TSBS) was developed based on the content of 512 interviews with elementary teachers on their daily interactions and on a survey that had been used with university professors. The TSBS included 33 statements asking teachers to indicate whether or not they had engaged in certain supportive activities. A Survey of Organizational Communications: Elementary School was also administered. A statewide random sample of 750 elementary teachers

received the instruments of which a total of 517 were returned and used in the study. Due to the extremely high proportion of female teachers responding (94 percent), a second mailing went out to 400 male elementary teachers of whom 313 returned usable questionnaires. Six separate factors emerged as dimensions of support among female teachers while eight factors emerged as aspects of male teachers' networks. The results of the study support the notion that informal, multidimensional communication support behaviors operate within elementary schools apart from formalized mentoring programs and that these have a more positive and lasting effect on female than on male teachers. Among female teachers, a network of individuals tends to provide a variety of types of support, functions are less discrete, and the line between personal, social, and professional relationships is blurred. Among male teachers, more individuals are potentially included in the support network and each may serve a more specific function. (Contains 17 references.) (JB)

**ED 381 532** SP 035 923  
**Implementing 5-14: a Progress Report. Interchange No. 23.**

Scottish Office Education Dept., Edinburgh. Research and Intelligence Unit.  
Report No.—ISSN-0969-613X  
Pub Date—Feb 94  
Note—17p.

Available from—SOED Dissemination Officer, SCRE, 15 St. John St., Edinburgh, Scotland EH8 8JR, United Kingdom (availability limited).

Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Educational Assessment, Elementary School Teachers, Elementary Secondary Education, Foreign Countries, National Competency Tests, National Curriculum, National Norms, \*National Programs, \*Program Evaluation, \*Program Implementation, Secondary School Teachers, \*Teacher Attitudes  
Identifiers—\*Scotland

This paper reports on many aspects of an in-progress Scottish national effort to improve curriculum, assessment, and progress reports on students ages 5 through 14. The 5-14 Development Program was launched in 1987, and this paper reports information from the first two years of operation. The study not only evaluates progress to date but also provides a channel through which the views and experiences of teachers, head-teachers, parents, and others involved in the program can be heard and taken into account. Evaluation teams survey samples of primary and secondary school teachers and conduct in-depth interviews with staff. A report from the primary schools looks at the curriculum guidelines and their implementation, views on assessment and reporting guidelines, and the experience of and response to national testing. A report on the secondary school participation in the program covers views on curriculum guidelines and assessment guidelines, and progress implementing the guidelines. A section on links between primary and secondary schools reports gradual increase in interchange and variable use of primary school records in secondary schools. (JB)

**ED 381 533** SP 035 925  
Mans, Ronald N. Pigge, Fred L.  
**Teacher Recruitment Effectiveness: A Comparative Study of the Affective Attributes of Teacher Candidates of the 1980's and the 1990's.**

Pub Date—Feb 95  
Note—12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Detroit, MI, February 18-22, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)  
**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Affective Behavior, Comparative Analysis, Educational Change, Education Majors, Elementary Secondary Education, Enrollment Trends, Higher Education, Preservice Teacher Education, \*Student Attitudes, Student Characteristics, \*Teacher Recruitment, \*Teaching (Occupation)  
Identifiers—\*Preservice Teachers

This study compared the affective attributes of a sample of beginning teacher education students in the 1990s with a sample of beginning teacher education students of the 1980s to investigate whether or not educational reform actions were accompanied by changes in the affective characteristics of individuals entering teacher preparation. The data obtained from the two samples of teacher education students (N=393) who were registered at a large midwestern teacher preparation institution suggested that the enhanced recruiting efforts of recent years have allowed teacher education institutions similar to the one on which this study was conducted to maintain teacher candidate quality as indicated by scholastic aptitude scores without detrimental changes in the affective attributes of prospective teachers. The 1990's candidates reported levels of attitude toward teaching as a career, of concerns about surviving as teachers, and of concerns about their impact upon pupils similar to the 1980's candidates. The 1990's candidates reported less anxiety about teaching, more confidence about becoming teachers, and more concern for the actual task of teaching than did the 1980's cohorts. (Contains 19 references.) (JB)

**ED 381 534** SP 035 926  
Morris, Vivian Gunn. And Others  
**Preparing Preservice Teachers To Take Leadership Roles in Parent Involvement Programs in Schools.**

Pub Date—Feb 95  
Note—17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Detroit, MI, February 18-22, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Assignments, Course Objectives, \*Education Courses, Elementary Education, Higher Education, Leadership Responsibility, \*Parent Participation, Parent Role, Parent School Relationship, Parent Teacher Conferences, \*Parent Teacher Cooperation, Parent Workshops, Preservice Teacher Education, \*Student Attitudes, Teacher Education Programs, \*Teacher Role

Identifiers—\*Memphis State University TN, \*Preservice Teachers

This study explores how selected course experiences at the University of Memphis (Tennessee) influenced preservice teachers' perceptions of their comfort and competence levels in planning and implementing parent involvement programs. The course required of all elementary and early childhood education students, called "School/Community Relations," was based on the belief that parent involvement is essential to student success, that parents and teachers should be partners, that confident teachers are more likely to involve parents, and that teachers must assume leadership in reaching out to involve families and other community members. Four major assignments were required: conducting parent interviews, developing a parent involvement/education plan for one school year, developing a parental involvement notebook, and planning and implementing a parent workshop. Twenty-nine students completed pre- and post self-assessments related to their ability to work with parents. Responses indicated that all four assignments increased their confidence level, enhanced their ability to examine parental involvement myths, facilitated determination of their leadership role, and increased their "people skills." In addition, parent interviews were critical in affecting the students' attitudes, and developing the one-year plan strongly influenced student confidence. Contains examples of course assignments. (JB)

**ED 381 535** SP 035 928  
Lang, Gay, Ed.

**EPTW: Educational Programs That Work. The Catalogue of the National Diffusion Network (NDN). 21st Edition.**

National Dissemination Association, Tucson, AZ; Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network; Sopris West, Inc., Longmont, CO.

Report No.—ISBN-1-57035-038-8

Pub Date—95

Note—338p.  
Available from—Sopris West, 1140 Boston Ave., Longmont, CO 80501 (\$14.95, plus \$3.50 handling and shipping for first copy, \$1.50 each additional copy).

Pub Type—Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, Career Education, \*Demonstration Programs, Dropout Prevention, Early Childhood Education, Elementary Second-

ary Education, Gifted, Health Education, Higher Education, Humanities, Inservice Teacher Education, Interdisciplinary Approach, Mathematics Education, Migrant Education, Parent Participation, Physical Education, Preservice Teacher Education, \*Program Descriptions, \*Program Effectiveness, Reading Programs, Science Education, Social Sciences, Special Education, Technology Education, Thinking Skills, Vocational Education, Writing (Composition)

Identifiers—\*National Diffusion Network Programs

This volume is a catalogue of exemplary educational programs and includes current descriptions of most programs described in previous editions as well as new programs approved for national dissemination since publication of the last edition in 1994. In particular the volume describes programs approved by the Joint Dissemination Review Panel and the Program Effectiveness Panel after examination of objective evidence of effectiveness submitted by the developer of the program. Active programs are divided into 15 sections and then arranged alphabetically by program title. The sections are: Preservice/Inservice Training; Organizational Reform; Dropout Prevention/Alternative Programs; Reading/Writing; Humanities; Mathematics; Science/Technology; Social Sciences; Health/Physical Education; Multidisciplinary/Cognitive Skills; Early Childhood/Parent Involvement; Special Education; Gifted/Talented; Special Populations: Adult/Higher/Migrant Education; Career/Vocational Education. Each description covers audience, description, evidence of effectiveness, requirements, costs, services, and the name, address and telephone number of a contact person. Educational Resources Information Center (ERIC) descriptors are assigned to all active programs for help in locating programs that focus on a given area or content. Includes an index of programs by state, an index of ERIC descriptors, an alphabetical index of programs by title, and a list of programs new to this edition. (JB)

**ED 381 536** SP 035 929

Hult, Hakan, Ed.  
**Teacher Training and the Educational System in Poland. Some Notes.**

Linköping Univ. (Sweden). Dept. of Education and Psychology.

Report No.—ISBN-91-7871-442-7; ISSN-0282-4957

Pub Date—Nov 94  
Note—136p.

Pub Type—Collected Works - General (020)  
**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Adult Education, Chemistry, Computer Uses in Education, Educational History, Educational Philosophy, Elementary Secondary Education, European History, Foreign Countries, Gifted, Higher Education, Mental Retardation, \*Preservice Teacher Education, \*Teacher Education Programs, Teacher Role, World War I, World War II

Identifiers—Freinet (Celestin), \*Poland

This volume contains 12 papers on teacher training in Poland. Many reflect a special collaborative relationship between the Departments of Education at universities in Gdansk and Linköping. The papers are: "Teacher Training-Between Atomism and Holism" (Joanna Rutkowiak); "Following-Applying-Seeking Inspiration as Possible Varieties of Dialogue with the Pedagogy of Celestin Freinet" (Wanda Frankiewicz); "Teachers in Poland-Their Education, Professional Qualifications and Duties (to the Beginning of the 20th Century)" (Lech Mokrzeci); "The Training of Teachers in the Rescued Poland of the Pre-War Period" (Janina Siwoszko); "The Education and Betterment of Teachers in Executive Posts in Polish Education in the Post-War Period" (Janina Siwoszko, Jozef Zerkow); "A Concept of the University Training of Teachers in Poland" (Jan Zebrowski); "The Training of Staff for the Needs of Extra-School Adult Education" (Barbara Z. Malecka and Jozef Zerkow); "Teacher's Preparation and His Work with Gifted Students" (Jan Papiez); "Teachers Schooling for the Needs of Special Education for the Mentally Retarded" (Halina Borzyszkowska, Dorota Krzeminska); "The Changing Approaches towards Educating Teachers for Mentally Disabled Children in Poland after World War II" (Danuta Grzybowska, Romuald Grzybowski); "Integrated Education Model for the Chemistry Students of Gdansk University" (Elzbieta Kowalik); and "Preparation of Teachers to the Educational Application of Com-

puters" (Grazyna Penkowska). Most papers contain references. (JB)

**ED 381 537** SP 035 930

**Teacher to Teacher Talk: Student Performance on MSPAP.**

Maryland State Dept. of Education, Baltimore. Div. of Instruction.

Pub Date—94

Note—46p.; For earlier assessments, see ED 379 220-221.

Pub Type—Reports—Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, Educational Assessment, Elementary Education, Grade 3, Grade 5, Grade 8, Mathematics Instruction, Reading Skills, Science Instruction, Social Studies, \*Teacher Attitudes, \*Teacher Effectiveness, \*Teacher Improvement, Test Coaching, Test Interpretation, Test Results, Test Wiseness, Writing Skills

Identifiers—\*Maryland School Performance Assessment Program

This publication is a distillation of the most salient, most often repeated observations and recommendations of Maryland teacher-test scores on their experiences scoring student responses to the Maryland School Performance Assessment (MSPAP) test in 1994. Feedback is organized into perceptions about what would be pertinent to share with other teachers and actions or what a teacher-scorer anticipates doing in that classroom in the coming year based on the scoring experience. This year's edition also contains a new section, "Look How Far We've Come," in response to the increasing number of positive observations from teachers who are veterans of previous years' scoring projects. Comments are organized by grade level and content area (general, reading, writing/language use, mathematics, science, social studies) though many comments cross content areas and grade levels. (JB)

**ED 381 538** SP 035 933

**Jung, Charles And Others. Interpersonal Communications, Leader's Manual and Participant Materials.**

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—73

Note—661p.; This record replaces ED 095 127 and makes the document available via EDRS for the first time.

Pub Type—Guides—General (050)

**EDRS Price - MF03/PC27 Plus Postage.**

Descriptors—\*Communication Skills, Elementary Secondary Education, Faculty Development, \*Inservice Teacher Education, Instructional Materials, \*Interpersonal Communication, \*Interpersonal Competence, Teacher Behavior, \*Teacher Workshops, \*Teaching Skills

This leader's manual on interpersonal communications consists of materials for a workshop, including instructions for leaders and hand-outs for participants. The purpose of the workshop is to give teachers knowledge and skills of behavior applicable to: (1) face-to-face communication; (2) individual styles of communicating; (3) group and organizational factors that affect communication; and (4) continued improvement of individual communication skills. The program is designed to provide teachers with competencies in 20 areas, including paraphrasing, describing behavior, communicating under pressure, and assessing knowledge. Exercises in these areas provide three kinds of learning: (1) the participant becomes clearer concerning things to know about interpersonal communication; (2) the participant practices what he or she does in interpersonal communications; (3) and the participant becomes able to recognize more clearly his or her own personal style of communicating with others. Appendices to the manual include film and tape scripts. (LL)

**ED 381 539** SP 035 936

**Rekkas, Alexandria J. Early Field Experience: How Well Are Students' Expectations Met?**

Pub Date—13 Oct 94

Note—25p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 13, 1994).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Avail-**

**able from EDRS.**

Descriptors—Chronological Age, College Sophomores, Elementary Secondary Education, \*Expectation, \*Field Experience Programs, Higher Education, Preservice Teacher Education, Student Attitudes, Student Motivation

Identifiers—\*Preservice Teachers

This study examined preservice teachers' expectations of their field experiences and how those expectations were met. The study population included primarily college sophomores who were either elementary or secondary education majors at a medium-sized university. An expectation checklist was given to 110 students prior to the field experience at the first seminar meeting of a required course for sophomore level participation (108 responses were usable). The Post-Experience Checklist was given to 85 students from the initial population 8 weeks later after students had participated for 40 hours in an elementary or secondary classroom (81 responses were usable). In addition 15 students (12 females and 3 males) volunteered to be interviewed. Results indicated that students held high expectations for early field experience and that those expectations were moderately met. Age, reason for wanting to become a teacher, and prior experience with children were found to be significant variables in the level of expectations and the degree to which expectations were met. Nontraditional students tended to have lower expectations of the field experience and their expectations were better met than those of traditional students. Interview results showed that interaction with the children and the cooperating teacher were the reasons why their expectations were met. (Contains 16 references.) (JB)

**ED 381 540** SP 035 937

**Wilkinson, Gayle A. Using Feedback from Preservice Administrators To Promote Reflection in Preservice Teachers.**

Pub Date—8 Apr 94

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrators, Elementary Secondary Education, \*Feedback, \*Field Experience Programs, Higher Education, \*Microteaching, Preservice Teacher Education, Reflective Teaching, Student Teacher Attitudes, Student Teaching, \*Teacher Administrator Relationship, Units of Study

Identifiers—\*Preservice Teachers, \*Teacher Development

This study investigated the impact of administrators' constructive comments to preservice teachers about their micro-teaching demonstration. The project used a research model that concentrated on cognitive changes rather than changes in behavior and that used images of growth rather than measurable changes. It attempted to facilitate reflection, personal interaction through feedback, and understanding of professional development. Two university professors collaborated to facilitate the exchange of comments written by novices learning new skills to serve as feedback to each other. The videotapes of preservice teachers' micro-lessons in the experimental group were viewed by preservice administrators who were enrolled in a graduate course in supervision. The preservice teachers became part of either the control group (n=41) or the experimental group (n=34). Two sections of the experimental group completed an open-ended questionnaire. Results indicated that preservice teachers reflected on their specific lesson when they read the comments made by the preservice administrators. They also reflected on the process of learning to teach when they responded to the open-ended questions about the comments that were made about their lesson. Preservice teachers reported an increase in their confidence to teach and in their ability to learn to teach well. An appendix contains the survey instrument. (Contains 36 references.) (JB)

**ED 381 541** SP 035 938

**Lambert, Judy C. Teacher Perception of Student Interest in Multicultural Tradebooks.**

Pub Date—Oct 94

Note—31p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1994).

Pub Type—Reports—Research (143)—Speeches/

Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Books, \*Children's Literature, Cultural Pluralism, Elementary School Students, Elementary School Teachers, Grade 1, Heterogeneous Grouping, Homogeneous Grouping, Primary Education, Reading Instruction, \*Reading Interests, Sex Differences, \*Student Attitudes, Student Teachers, \*Teacher Attitudes, Teaching Experience

Identifiers—Diversity (Student), \*Multicultural Materials

This study investigated elementary school teachers' perception of their first grade students' interest in multicultural trade books. The study participants included 151 first graders, 17 experienced teachers, and 65 preservice teachers. The study used 15 multicultural trade books and 15 non-multicultural books matched as closely as possible in overall size and visual appeal. Children were shown the 30 books and then asked to indicate their interest in each. Teachers were also asked to rate their interest in each book. Findings indicated that amount of diversity within the school had an effect on children's interest in the two types of books. Children in heterogeneous classrooms rated the non-multicultural books significantly higher than the multicultural books. Children in homogenous classrooms did not rate the books significantly differently. Experienced teachers in heterogeneous classrooms and preservice teachers indicated that children would like the non-multicultural books more. Experienced teachers in homogenous classrooms did not perceive that the children would rate the books differently. It was also found that the same books do not appeal to both boys and girls, and that teachers in general are more accurate in their perception of girls' interest than they are of boys'. (Contains 14 references.) (JB)

**ED 381 542** SP 035 939

**Hall, Anita H. Napier, Lee. Attitudes and Perceptions Expressed by Teachers across the State of Mississippi toward the Whole Language Approach to Teaching Reading.**

Pub Date—10 Nov 94

Note—24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (November 10, 1994).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Basal Reading, Board of Education Policy, Comparative Analysis, Elementary Education, Elementary School Teachers, \*Reading Instruction, School Districts, \*Teacher Attitudes, Teacher Characteristics, \*Whole Language Approach

Identifiers—\*Mississippi

This study examined the attitudes and perceptions of teachers using the whole language approach to teaching reading with those of teachers using the basal approach. Specifically, attitudes were compared based on teachers' instructional selection, district mandates, and personal demographics. Data on attitudes and opinions concerning the teaching of reading using the whole language approach were obtained from 156 elementary school teachers across the state of Mississippi. The data were examined in terms of the respondent's basic classification variables, which included age, teaching experience, educational qualifications, experience in teaching whole language, experience utilizing the basal approach, reason for teaching, and educational content area. The results indicated that the elementary teachers, whether electively using whole language, or mandated by the various school districts, overwhelmingly supported the use of the whole language approach to teaching reading as compared to the basal approach. (Contains 16 references.) (Author/JB)

**ED 381 543** SP 035 940

**Kaskela, Ruth Cramer, Susan. Preservice and Inservice Teacher Journals: What Do They Reveal?**

Pub Date—14 Oct 94

Note—22p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14, 1994).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Beginning Teachers, Collegiality, Elementary Secondary Education, Higher Education, Inservice Teacher Education, \*Journal Writing

ing, Preservice Teacher Education, \*Self Concept, \*Student Journals, \*Student Teachers, Teacher Attitudes, \*Teacher Interns  
 Identifiers—Illinois, Preservice Teachers, Wisconsin

This study explored student teacher, intern, and beginning teacher journals for themes that might inform inservice and preservice teacher education programs. The journals of 58 teacher candidates and beginning teachers were read to identify themes. Then common themes were organized into categories and frequencies for each category were determined. Two groups comprised the population: (1) 14 teacher candidates enrolled in teacher preparation programs who were followed as student teachers or interns; and (2) 44 beginning teachers in Illinois and Wisconsin. Completing open-ended or semi-structured journal or log entries were requirements of both groups. Student teachers' and beginning teachers' themes were organized and information was reported based on several focusing categories. Among the student teachers' emerging themes included a personal sense of accomplishment, development, and excitement; steady construction of confidence; and a feeling of self sufficiency. A second theme of school interactions and relationships with staff also emerged. Beginning teacher entries were grouped by period of the academic year showing common concerns. Overall the journal entries revealed several common themes for both the student teacher and beginning teacher groups that may shed light on how best to design teacher education programs, field experiences, and support programs for beginning teachers. (JB)

**ED 381 544** SP 035 942

Florio-Ruane, Susan deTar, Julie  
 Conflict and Consensus in Teacher Candidates'  
 Discussion of Ethnic Autobiography.

Pub Date—[94]  
 Note—34p.  
 Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—\*Autobiographies, Books, Conflict, Cultural Awareness, Discourse Analysis, \*Discourse Modes, \*Discussion Groups, Elementary Education, Elementary School Teachers, \*Ethnic Groups, Ethnicity, Females, Higher Education, Participant Observation, \*Peer Influence, Preservice Teacher Education, \*Student Teachers, Whites  
 Identifiers—Conversation, \*Conversational Analysis

A Future Teachers' Autobiography Club discussion group/research project invited six elementary teacher candidates to read, write about, and discuss ethnic autobiography in order to foster and investigate the potential of peer discussion in teacher learning. Using a selected list of six autobiographies, the researcher hosted monthly dinner meetings. She documented the Club by writing field notes, reading and corresponding with the members in sketchbooks recording thoughts about the books and discussion, analyzing audio tapes and transcripts of the meetings, and debriefing each member in an interview near the end of the study. Analysis suggested that text-related talk without the stage management of a "teacher" offered some strengths and weaknesses. In some cases conversations did not include all members of the group or avoided the text or topics of common interest. The talk could also persist in conflictual ways which might have precluded participants exploring in depth their own or others' perspectives. However, some phases of the study showed participants conducting problem-oriented discussion of text combining personal response and critical reading. The meetings also subsumed different forms and functions of dialogue, from school-like talk to less formal talk among peers. Overall, the club offered difficult but fertile ground both for learning in the context of conversation and for research on that conversation. (Contains 36 references.) (JB)

## TM

**ED 381 545** TM 022 820

School Profiles 1993-94, E & R Report No. 94.01.  
 Wake County Public Schools System, Raleigh, NC.

Dept. of Evaluation and Research.  
 Pub Date—Apr 94  
 Note—371p.  
 Pub Type—Numerical/Quantitative Data (110) —

RIE AUG 1995

Reports - Evaluative (142)

**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors—Academic Achievement, Administrators, Databases, Elementary Secondary Education, Parent Attitudes, Parents, \*Profiles, Public Schools, \*School Statistics, Standardized Tests, Statistical Data, \*Student Characteristics, Surveys, \*Teacher Characteristics, \*Test Results  
 Identifiers—\*Wake County Public School System NC

This document is a collection of profiles of Wake County (North Carolina) Public School System schools in the 1993-94 school year. Profiles have been created to help administrators as they present and analyze information about their schools. The four-page profile of each school contains information describing: (1) the school facility; (2) the student body; (3) the staff; (4) past student performance on standardized tests; and (5) parental responses to surveys conducted during the past 3 years. Some data for newer schools is not available for all the years summarized. Information is stored as microcomputer databases and will be updated annually. Profiles are organized alphabetically by school name in the four categories of elementary schools, middle schools, high schools, and special schools. (SLD)

**ED 381 546** TM 022 821

Michaud, Bob  
 SAT Results for WCPSS 1994 Graduates. Testing Bulletin.

Wake County Public Schools System, Raleigh, NC.  
 Dept. of Evaluation and Research.  
 Pub Date—25 Aug 94  
 Note—10p.

Pub Type—Numerical/Quantitative Data (110) —  
 Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Achievement Gains, College Bound Students, \*College Entrance Examinations, Comparative Analysis, \*Educational Trends, \*High School Graduates, High Schools, National Norms, Public Schools, Scores, Standardized Tests, \*State Norms, Statistical Data, \*Test Results, Trend Analysis  
 Identifiers—\*Scholastic Aptitude Test, \*Wake County Public School System NC

After 3 years of dramatic gains, the average Scholastic Aptitude Test (SAT) scores for the Wake County (North Carolina) Public Schools stayed essentially level for 1994 graduates. The scores did reflect a one point drop in the average total score, which is not considered significant. The leveling off matches a similar trend for the entire state. Wake County's average SAT score places it above the state's average scores, and above many states nationwide. When only states for which SAT scores are available for at least 40% of graduating seniors are considered, Wake County scores above Oregon, which is in first place. Ten tables and three figures illustrate test results and comparative information for the rest of the state. (SLD)

**ED 381 547** TM 022 828

Monitoring Education-for-All Goals: Focussing on Learning Achievement. Progress Report on the Project's First Five Countries: China, Jordan, Mali, Mauritius, Morocco.

United Nations Children's Fund, New York, N.Y.;  
 United Nations Educational, Scientific, and Cultural Organization, Paris (France).  
 Pub Date—Mar 94  
 Note—70p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Achievement, Basic Skills, Daily Living Skills, Decision Making, Educational Assessment, \*Educational Planning, Educational Research, \*Elementary Secondary Education, Foreign Countries, International Education, International Studies, Literacy, \*National Programs, Numeracy, \*Pilot Projects, Program Development

Identifiers—\*Basic Education, China, Jordan, Mali, Mauritius, Monitoring, Morocco, UNESCO, UNICEF

The joint UNESCO-UNICEF Monitoring Education-for-All Goals Project was launched in September 1992. The first phase of the project was implemented in five pilot countries (China, Jordan, Mali, Mauritius, and Morocco) with the express aim of providing national decision makers with practical tools for monitoring basic education in their countries and building national capacities. Each pilot country has developed a simple, workable, and

sustainable methodology for monitoring basic education with a focus on learning achievement in terms of literacy, numeracy, life skills, and other factors that influence achievement. Each country has established a national task force, identified representative samples of schools and students, and conducted pilot tests of survey instruments and data analysis. Each country has begun writing a national report. The second year of the project will add eight countries, which will draw on the experiences of the pioneer five to develop their own monitoring systems. Eight tables present study findings, and seven tables in two appendixes present supplemental detail. (Contains 22 references.) (SLD)

**ED 381 548** TM 022 829

The North Carolina 1994 Scholastic Aptitude Test Report.

North Carolina State Dept. of Public Instruction,  
 Raleigh. Div. of Accountability Services/Research.

Pub Date—Aug 94  
 Note—73p.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Achievement, Achievement Gains, College Bound Students, \*College Entrance Examinations, Educational Trends, High Schools, \*High School Students, School Statistics, \*Scores, \*State Norms, State Programs, Statistical Data, Tables (Data), Testing Programs, \*Test Results, Trend Analysis  
 Identifiers—\*North Carolina, \*Scholastic Aptitude Test

The 1994 report is the fifth annual report of North Carolina Scholastic Aptitude Test (SAT) results since special state reporting began in 1990. Information is available for the nation, the state, and the 119 school systems and 2 special schools in North Carolina. It is the third year that all SAT-takers previously had the opportunity to take the PSAT at state expense. It is also the first year that the state supported student participation in advanced placement courses in every school system. While the participation rate on the SAT remained the same as in the previous year, North Carolina students made a one-point gain in 1994 from the previous year. Since 1989, North Carolina is the only SAT state (at least 40% of graduating seniors taking the SAT) to have 5 consecutive years of improvement. In fact, in 10 of the last 11 years, the state's total SAT scores have increased from the previous year's score. In the last 5 years North Carolina increased its average SAT score by 24 points. Test result information is presented in 19 tables and 23 figures. (SLD)

**ED 381 549** TM 022 832

Glaser, Robert Silver, Edward  
 Assessment, Testing, and Instruction: Retrospect and Prospect.

National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA;  
 Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CSE-TR-379

Pub Date—Jun 94

Contract—R117G10027

Note—40p.

Pub Type—Reports - Evaluative (142) —

Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Assessment, Educational Change, Educational History, Educational Improvement, Educational Practices, Educational Testing, Elementary Secondary Education, \*Instructional Effectiveness, \*Selection, Standardized Tests, \*Student Placement, \*Teaching Methods, Test Construction, \*Test Use, Track System (Education)

Identifiers—Reform Efforts

Some of the deficiencies and abuses associated with past testing practices are reviewed, and some of the present and future possibilities for educational assessment are explored. At this time, assessment and testing in American schools are caught between the rhetoric of reform and the intransigence of long-established practices. Use of measurement of intellectual abilities for educational purposes has followed two lines of historical development: testing for selection and placement and assessment of educational outcomes. Mounting evidence of the negative consequences resulting from use of selection testing for differential place-

ment in academic tracks calls for questioning the wisdom of such test use in schools. Assessment of school achievement has become increasingly institutionalized and separated from instruction. Ways to ensure that testing and teaching interact to work for the improvement of instruction are the focus of much current interest. New forms of assessment responsive to the needs of instruction are the goals of future test development. (Contains 94 references.) (SLD)

**ED 381 550** TM 022 834

*Noble, Audrey J. Smith, Mary Lee*  
**Measurement-Driven Reform: Research on Policy, Practice, Repression.**

Arizona State Univ., Tempe; National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CSE-TR-381

Pub Date—Aug 94

Contract—R117G10027

Note—32p.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Assessment, Educational Change, Educational Policy, Elementary Secondary Education, Ideology, Measurement Techniques, \*Policy Formation, Political Influences, \*State Programs, \*Test Construction, \*Testing Programs, Test Use

Identifiers—\*Arizona Student Assessment Program, \*Measurement Driven Instruction, Performance Based Evaluation, Reform Efforts

The Arizona Student Assessment Program (ASAP) epitomizes the principle on which measurement-driven reform is based, "You get what you assess." This policy study examines the ideologies and intentions of groups instrumental in the creation and implementation of a performance-based assessment reform. The study was conducted by interviewing members of the Arizona educational policy-shaping community and by examining documents and artifacts related to testing. It reveals both the ambiguities characteristic of the policy-making process and the dysfunctional side effects that evolve from the policy's disparities. Arizona's plan to reform its schools is still held captive by conflicting political forces and ideologies. ASAP appeals to many because of its ambiguity, but this same characteristic may undermine its capacity to bring about substantial change in educational practice. (Contains 30 references.) (Author/SLD)

**ED 381 551** TM 022 836

*Cattell, James S. Winters, Lynn*  
**Economic Analysis of Testing: Competency, Certification, and "Authentic" Assessments.**

California Univ., Los Angeles. Graduate School of Education; National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CSE-TR-383

Pub Date—Aug 94

Contract—R117G10027

Note—28p.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, \*Certification, \*Competence, Cost Effectiveness, Costs, \*Economic Factors, Economic Impact, \*Educational Assessment, Educational Testing, Elementary Secondary Education, Expenditures, Models, Teacher Evaluation, \*Test Use

Identifiers—\*Authentic Assessment, \*Performance Based Evaluation

This report explores the application of cost analysis to testing and assessment in elementary and secondary schools. A case for economic analysis of testing is first outlined. The case rests on the importance of test information, the magnitude of resources devoted to testing, and the relevance of an economics of information model to testing decisions. Second, the common modes of economic analysis attached to this model are discussed: cost-benefit and cost-effectiveness analyses. The presentation is carried out through examination of system-wide tests of pupil achievement and teacher competency. Finally, the contemporary press for more "authentic" or performance-based assessments is explored using the lenses of economic mod-

els. (Contains 16 references.) (Author)

**ED 381 552** TM 022 837

*Picus, Lawrence O.*  
**A Conceptual Framework for Analyzing the Costs of Alternative Assessment.**

National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA; University of Southern California, Los Angeles.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CSE-TR-384

Pub Date—Aug 94

Contract—R117G10027

Note—38p.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Cost Effectiveness, \*Educational Assessment, Educational Change, Educational Planning, Elementary Secondary Education, \*Expenditures, Resource Allocation, \*State Programs, Test Construction, \*Testing Programs

Identifiers—\*Alternative Assessment

A conceptual framework is developed for analyzing the costs of alternative assessment instruments. The framework will be used in future analyses by the Center for the Study of Evaluation to determine the costs of alternative assessment programs in a number of states. It is important that a distinction be made between costs and expenditures. Costs are seen as a measure of benefits foregone to realize some outcome or benefit, and expenditures are a measure of resource flow regardless of their consequence. With this distinction in mind, the paper goes into the specifics of developing a cost analysis for alternative assessment. The first step is to identify the expenditures necessary to operate the assessment program. Since the expenditure estimate alone may not reflect total costs, other complex cost considerations must be resolved, such as the value of personnel time. Determining the value of opportunity costs will improve the quality of educational cost analyses dramatically. Two figures illustrate the discussion. (Contains 10 references.) (SLD)

**ED 381 553** TM 022 888

*Silver, Rawley*  
**Silver Drawing Test of Cognitive Skills and Adjustment. Drawing What You Predict, What You See, and What You Imagine.**

Report No.—ISBN-0-9621429-1-3

Pub Date—90

Note—160p.

Available from—Ablin Press Distributors, 3332 Hadfield Greene, Sarasota, FL 34235.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**Document Not Available from EDRS.**

Descriptors—Adults, Children, \*Cognitive Processes, Depression (Psychology), \*Diagnostic Tests, \*Emotional Adjustment, \*Freehand Drawing, Identification, Norms, \*Problem Solving, Scoring, Screening Tests, Spatial Ability, Testing, Test Manuals, Test Reliability, Test Validity, \*Thinking Skills

Identifiers—Silver Drawing Test of Cog Skills and Adjust

This manual is a revision of the manual originally published in 1983. Since then it has been discovered that stimulus drawing tasks, like the Drawing from Imagination subtest of the Silver Drawing Test of Cognitive and Creative Skills (SDT), can be used to screen for depression and emotional adjustment. New research findings are the basis for evaluating the emotional content of responses to the drawing tasks. The revised editions of test and manual offer tighter scoring guidelines, more illustrations, and new studies of validity and reliability. While the manual retains the percentile rank norms of the previous edition, it also includes mean scores for groups of children and adults so that scores can be ranked as average or above or below average. The SDT is based on the theory that drawings can be used to identify and assess the ability to solve conceptual problems. The three subtests deal with concepts of class, space, and order. Theories behind the test and its development are reviewed. Test validity and reliability are considered, along with directions for administering and scoring the test. An appendix contains the test itself, and attachments present other test pages. Twenty-five tables and 34 figures illustrate the discussion. (SLD)

**ED 381 554** TM 022 889

*Bridgman, Brent Morgan, Rick*

**Relationships between Differential Performance on Multiple-Choice and Essay Sections of Selected AP Exams and Measures of Performance in High School and College. College Board Report No. 94-5.**

College Board, New York, NY; Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-94-41

Pub Date—94

Note—16p.

Available from—College Board Publications, Box 886, New York, NY 10101-0886 (\$15).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Advanced Placement, Advanced Placement Programs, Biology, College Entrance Examinations, College Students, English, \*Essay Tests, High Achievement, Higher Education, High Schools, \*High School Students, History, \*Low Achievement, \*Multiple Choice Tests, \*Performance, Racial Differences, Sex Differences

Identifiers—\*Advanced Placement Examinations (CEEB), \*College Entrance Examination Board

Students with high scores (top third) on the essay portion of an Advanced Placement Examination (AP) (College Board) and low scores (bottom third) on the multiple-choice portion of the same examination were compared with students whose performance showed the opposite pattern. Across examinations in different subject areas (history, English, and biology) students who were relatively strong in the essay format and weak in the multiple-choice format were about as successful in their college courses as students who showed the opposite pattern, especially in courses where grades are not typically determined by multiple choice tests. Across several ethnic/racial groups, males tended to receive relatively high scores on the multiple-choice portion of the AP United States History Examination while females received higher scores on the essays than the multiple-choice questions. Because the population of students who take the AP Examinations is exceptionally able, generalizations to less able students are not warranted. Nine tables present study data. (Contains 14 references.) (Author/SLD)

**ED 381 555** TM 022 890

*Wainer, Howard Thissen, David*  
**On Examinee Choice in Educational Testing. GRE Board Professional Report No. 91-17P.**

Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.

Report No.—ETS-RR-94-31

Pub Date—Jun 94

Note—42p.; Reprint from "Review of Educational Research," Spring 1994, Vol. 64, No. 1, pp 159-195.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Constructed Response, \*Difficulty Level, \*Educational Testing, Equated Scores, \*Individual Testing, \*Item Banks, Literature Reviews, \*Test Bias, Test Construction, Test Format, Test Items, Test Length

Identifiers—\*Choice Behavior

When an examination consists in whole or part of constructed response test items, it is common practice to allow the examinee to choose a subset of the constructed response questions from a larger pool. It is sometimes argued that, if choice were not allowed, the limitations on domain coverage forced by the small number of items might unfairly affect some examinees. Alternatively, such as increasing test length or confining questions to a core curriculum, might discourage teachers because of practical considerations. In this consideration of whether allowing examinee choice is a sensible strategy, some of the pitfalls of allowing choice are described. Some experimental steps that can tell whether choice can be implemented fairly are discussed. A bleak picture of the use of examinee choice emerges. To make tests with choice fair requires equating the test forms generated by the tests for their differential difficulty. Accomplishing this requires some special data gathering effort or trust in assumptions about unobserved responses that, if true, obviate the need for choice. If test items can be equated successfully, the value of choice is removed for any but the most superficial sense. Eight tables and seven figures illustrate the discussion. (Contains 40 references.) (SLD)

**ED 381 556** TM 022 891

R1E AUG 1995

*Livingston, Samuel A. Sims-Gunzenhauser, Alice*  
**Setting Standards on the Assessor Proficiency Test for the Praxis III: Classroom Performance Assessment.**

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-94-50

Pub Date—Nov 94

Note—23p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Beginning Teachers, \*Criteria, Documentation, Educational Assessment, Elementary Secondary Education, \*Evaluators, Licensing Examinations (Professions), Observation, Regression (Statistics), \*Scoring, Standards, \*Teacher Evaluation, Training

Identifiers—Accuracy, Performance Based Evaluation, \*Praxis III, Standard Setting

Praxis III is an assessment procedure that provides information for making instructional and licensing decisions about beginning teachers. The Praxis III Assessor's job is to interview the beginning teacher, observe the teacher in the classroom, score the teacher's performance on 19 criteria, and summarize the evidence for each score. The Assessor Proficiency Test (APT) consists of performing the assessor's task for a videotaped lesson. It yields two scores: accuracy and documentation. In this study, 5 judges (developers of the Praxis III assessment) evaluated the accuracy and documentation of APT records produced by 15 assessor trainees. Documentation judgments were made by group consensus; accuracy judgments were individual. Logistic regression analysis showed that both types of judgments were strongly related to the corresponding APT scores, but the judges' individual standards for accuracy varied greatly. Seven tables and two figures present study data. (Author/SLD)

**ED 381 557** TM 022 892

*Tannenbaum, Richard J.*

**Defining the Content Domain for the Praxis II Subject Assessment in French: A Job Analysis Focusing on Knowledge and Abilities.**

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-94-51

Pub Date—Nov 94

Note—94p.; For related documents, see TM 022 893 and TM 022 896.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Administrators, \*Beginning Teachers, Cutting Scores, Educational Assessment, \*French, Job Analysis, Knowledge Level, Secondary Education, \*Secondary School Teachers, Surveys, \*Teacher Evaluation, \*Test Construction, Test Items

Identifiers—\*Praxis II, \*Subject Content Knowledge

A job analysis was conducted, focusing on the knowledge and abilities important for beginning French teachers. The results of the job analysis are to be used to define the content domain of the subject assessment in French for the Praxis series of professional assessments for beginning teachers. A domain of 212 knowledge statements and ability statements was developed by subject-matter experts. These statements were then incorporated into a survey that was administered to about 350 French teachers, teacher educators, and administrators. These professionals rated the importance of the knowledge statements and ability statements using a five-point scale. A cut point of a mean of 2.50 was established to differentiate important statements and unimportant statements. The results indicated that a total of 19 knowledge statements and ability statements failed to pass the cut point. It is recommended that these 19 statements not be included in the development of the subject assessment in French. Instead, emphasis should be put on the 193 statements that did pass the cut point. Seven tables and seven figures present survey findings. (Contains 16 references.) (Author/SLD)

**ED 381 558** TM 022 893

*Tannenbaum, Richard J.*

**Defining the Content Domain for the Praxis II Subject Assessment in Business Education: A Job Analysis Focusing on Knowledge and Skills.**

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-94-52

Pub Date—Nov 94

Note—95p.; For related documents, see TM 022 892 and TM 022 896.

Pub Type—Reports - Research (143) — Numeri-

cal/Quantitative Data (110) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Administrators, \*Beginning Teachers, \*Business Education, Cutting Scores, Educational Assessment, Job Analysis, Knowledge Level, Professional Development, Secondary Education, \*Secondary School Teachers, Surveys, \*Teacher Evaluation, \*Test Construction, Test Items

Identifiers—\*Praxis II, \*Subject Content Knowledge

A job analysis was conducted of the knowledge and skills important for the competent performance of beginning business education teachers. The results of this job analysis will be used to define the content domain of the subject assessment in Business Education for the Praxis Series of professional assessments for beginning teachers. A domain of 207 important knowledge and skill statements was developed by subject-matter experts. These statements were then incorporated into a survey completed by over 1,000 business education teachers, administrators, and teacher educators. These business education professionals rated the knowledge and skill statements using a five-point scale. Statements were then judged to have a mean importance rating equal to or greater than 2.5 (midpoint of the scale) were considered eligible for inclusion in the subject assessment. Of the 207 knowledge statements and skill statements, 17 had mean ratings of less than 2.5 across all groups. Emphasis in test development should be placed on the 190 knowledge or skill statements that passed the 2.5 cut point. Six tables present study findings, and seven appendixes contain supplemental information. (Contains 16 references.) (Author/SLD)

**ED 381 559** TM 022 895

*Wilson, Kenneth M. Tillberg, Rebecca*

**An Assessment of Selected Validity-Related Properties of a Shortened Version of the Secondary Level English Proficiency Test and Locally Developed Writing Tests in the LACCD Context.**

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-94-54

Pub Date—Nov 94

Note—116p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Achievement, \*College Students, Community Colleges, Correlation, Educational Assessment, \*English (Second Language), Scores, Scoring, \*Student Placement, Test Construction, Test Format, \*Test Use, Test Validity, Two Year Colleges, \*Writing Tests

Identifiers—\*Los Angeles Community College District CA, \*Secondary Level English Proficiency Test

A study was undertaken to obtain direct empirical evidence for the validity and usefulness of English as a second language (ESL) placement of a shortened version of the Secondary Level English Proficiency (SLEP) Test being used in the Los Angeles Community College District (LACCD) and locally developed and scored writing tests. The LACCD provided scores on the shortened version of the SLEP and the writing samples, grades in English, and background data for over 10,000 students. Patterns of performance and concurrent relationships among scores on components of the LACCD placement battery were noted. Observed levels of correlation among scores and student performance in courses (grades earned) by course and college, and in various subgroups, were analyzed. Also considered was the extent to which observed relationships were influenced by nonvalidity-related factors. Findings provided direct evidence that the shortened SLEP and locally developed writing tests were providing valid information regarding ESL proficiency, and that they appear to be an effective basis for placing students within practical time constraints. One exhibit, 22 tables, and 6 figures present study data. Three appendixes contain an additional nine tables of supplemental information. (Contains 23 references.) (Author/SLD)

**ED 381 560** TM 022 896

*Tannenbaum, Richard J.*

**Defining the Content Domain for the Praxis II Subject Assessment in Earth and Space Science: Knowledge Important for Beginning Teachers.**

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-94-55

Pub Date—Nov 94

Note—116p.; For related documents, see TM 022 892-893.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Administrators, \*Beginning Teachers, Cutting Scores, \*Earth Science, Educational Assessment, Job Analysis, Knowledge Level, Professional Development, Secondary Education, Secondary School Teachers, \*Space Sciences, Surveys, \*Teacher Evaluation, \*Test Construction, Test Items

Identifiers—\*Praxis II, \*Subject Content Knowledge

A job analysis was conducted focusing on the knowledge important for beginning Earth and Space Science teachers. The results of the job analysis will be used to define the content domain of the subject assessment in Earth and Space Sciences for the Praxis series of professional assessments for beginning teachers. A domain of 292 knowledge statements and elements was developed by subject matter experts. These statements and supporting elements were then incorporated into a survey completed by 974 Earth and Space science teachers, teacher educators, and state administrators. These professionals rated the importance of each knowledge statement and element, and those ranking above the midpoint of the scale were considered eligible for the subject assessment. The 36 statements and elements that did not pass the cut point are not recommended for the final version. Emphasis, instead, should be put on the 256 knowledge statements and elements that did pass the cut point. Six tables present study results, and eight appendixes provide supplemental information. (Contains 16 references.) (Author/SLD)

**ED 381 561** TM 022 906

*Eller, Elizabeth Grace*

**A Comparison of Analysis of Covariance and Blocking Designs in a Gender and Science Context.**

Pub Date—94

Note—33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Analysis of Covariance, Comparative Analysis, \*Distance Education, Elementary Education, Elementary School Students, Pilot Projects, Pretests Posttests, \*Research Design, \*Science Instruction, Scores, \*Sex Differences

Identifiers—\*Blocking Paradigm, \*Power (Statistics)

Data from a distance education project, Integrated Science 7 (IS7), were used to compare block designs with analysis of covariance (ANCOVA) for their ability to increase statistical power. The IS7 program enables students in grades six through eight to study science via satellite. A sample of 1,802 students from a pilot of the program yielded data for the study. The treatment by blocks designed were formed using the posttest aptitude scores as the dependent variable, the pretest scores as the concomitant or blocking variable, and the gender of the subjects of the independent variable. Two-block, 5-block, and 10-block designs were compared to 2 ANCOVA analyses. With the data used, the 10-block design appeared preferable to ANCOVA, but overall results suggest that there is no one optimal method. The use of ANCOVA versus blocking is dependent on several conditions, as discussed. Eleven tables present data from the analyses. Contains 49 references. (SLD)

**ED 381 562** TM 022 916

*Petry, John R., Ed. And Others*

**Proceedings of the Annual Meeting of the Mid-South Educational Research Association (23rd, Nashville, Tennessee, November 9-11, 1994).**

Mid-South Educational Research Association, MS.

Report No.—ISSN-1055-3959

Pub Date—Nov 94

Note—188p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Abstracts, \*Curriculum Development, Educational Assessment, Educational Change, \*Educational Research, \*Elementary Secondary Education, \*Higher Education, \*Professional Development, \*Research Methodology,

Research Utilization, School Restructuring, Special Education, Teacher Education  
Identifiers—\*Mid South Educational Research Association

This volume of proceedings of the Mid-South Educational Research Association's 23rd annual meeting contains abstracts of discussion sessions, display sessions, symposia, and training sessions. Over 320 abstracts and annotations are included, for sessions that cover the whole range of educational research. Assessment and measurement, educational improvement, educational change, school restructuring, and issues of culture, gender, and ethics are explored at elementary, secondary, and higher education levels, as well as for teacher education. Curriculum development and subject content are the focus of several presentations. (SLD)

**ED 381 563** TM 022 919  
Schuyten, Shana Tushakkori, Abbas  
The Relationship between Assessor/Assessee Gender and Performance Observation Ratings.  
Pub Date—Nov 94

Note—18p. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).  
Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Beginning Teachers, Elementary Secondary Education, \*Evaluators, Internship Programs, \*Observation, \*Performance, Pilot Projects, Public Schools, Sex Bias, \*Sex Differences, Sex Stereotypes

Identifiers—\*Louisiana, Louisiana Teacher Internship Program, \*Performance Based Evaluation  
The effects of the genders of the assessor and the assessee on performance observation ratings of beginning teachers were studied in public schools in Louisiana. Data was collected in the pilot phase of the Louisiana Teacher Assessment Program for Interns, which included both teacher observation and structured interview. Of the assessors who reported their genders, 359 were female and 57 were male. Of assessors who reported gender, 468 were female and 195 were male. Dependent variables were the assessee's performance observation ratings. Independent variables were the genders of assessor and assessee. There were significant differences between the ratings of both male and female teachers, indicating that the gender of the assessee affected assessor ratings. However, no significant main effect of assessor gender was found in the results, suggesting that the bias of trained assessors does not seem to cause a major bias in the performance evaluation of teachers. Three tables present study data. (Contains 23 references.) (SLD)

**ED 381 564** TM 022 924  
Portfolio Assessment and High Technology [videotape].

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.  
Spons Agency—Apple Computer, Inc., Cupertino, CA.; Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date—[94]

Available from—National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.

Pub Type—Non-Print Media (100)  
Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Computer Uses in Education, Educational Assessment, Educational Improvement, \*Educational Technology, Elementary Education, \*Elementary School Teachers, Evaluation Methods, \*Inservice Teacher Education, \*Portfolio Assessment, Portfolios (Background Materials), School Districts, Standards, \*Writing (Composition)

Identifiers—\*Apple Classrooms of Tomorrow, Standard Setting

This videotape cassette portrays the role of portfolios for educational improvement through assessment in a California classroom participating in the Apple Classrooms of Tomorrow (ACOT) educational technology program. Elementary school students at the Stevens Creek School used computers for writing assignments, and included the best of their assignments in portfolios of completed work. The portfolios are computer-stored. Interviews with students and teachers indicated that both found it relatively easy to use portfolios for conferences and for discussions of the writing process, but that using portfolios for assessment has proven to be more complicated. As in all assessment, setting the stan-

dards is of primary importance. Teacher inservice workshops have been conducted so that teachers could learn how to use portfolios for fair and meaningful assessment. Coordination of school district goals and the technology program will eventually enable the establishment of benchmarks for the measurement of achievement at various levels of education. (SLD)

**ED 381 565** TM 022 925  
Strategic Plan for the U.S. Department of Education. Working Document.

Department of Education, Washington, DC.  
Pub Date—Dec 94

Note—29p.  
Available from—U.S. Dept. of Education, Room 2421, FB10B, Washington, DC 20202-0498.

Pub Type—Reports - Evaluative (142)  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Access to Education, Agenda Setting, Educational Change, Educational Improvement, \*Educational Planning, Educational Research, Elementary Secondary Education, Equal Education, \*Government Role, Higher Education, Needs Assessment, Organizational Change, \*Standards, \*Strategic Planning  
Identifiers—\*Department of Education

The U.S. Department of Education has developed a new mission statement based on the need to ensure excellence in education for all American students and to provide access to high-quality education for all. This strategic plan focuses attention on a few areas that have been selected as priorities, primarily as a result of legislative successes and recommendations from the National Performance Review. The first priority is to help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment. Creating a comprehensive school-to-work opportunities system in every state is the second designated priority. The third priority is ensuring access to high-quality postsecondary education and lifelong learning. Transforming the Department of Education into a high-performance organization is the fourth designated priority. Objectives and strategies in support of each of these priorities are outlined. The Department of Education is committed to learners of all ages and to fostering learning, innovation, and teamwork throughout the Department. Three figures complement the discussion. (SLD)

**ED 381 566** TM 022 926  
Parrish, Thomas B. And Others

Disparities in Public School District Spending 1989-90. A Multivariate, Student-Weighted Analysis, Adjusted for Differences in Geographic Cost of Living and Student Need. Statistical Analysis Report.

American Institutes for Research, Washington, DC.  
Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-045407-7; NCES-95-300  
Pub Date—Feb 95

Note—192p.  
Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Disadvantaged Youth, Educational Equity (Finance), \*Educational Finance, Elementary Secondary Education, \*Expenditures, Geographic Regions, Minority Groups, Multivariate Analysis, Poverty, \*Public Schools, \*Resource Allocation, \*School Districts, School District Size, School District Wealth, Socioeconomic Status

Identifiers—\*Weighting (Statistical)

Public school expenditure differentials are especially of interest as they relate to children in particular categories of historical concern, such as minority status, poverty, and other at-risk factors. This report addresses school finance policy through the analysis of school district revenue and expenditure data from the 1990 Survey of Local Government Finances—School Systems. The largest variations in average public education expenditures occur between regions. Fully adjusted expenditures per student are highest in the northeastern region and lowest in the West (\$5,293 versus \$3,632). Public education expenditures per student are higher in smaller districts, and greater expenditures per student are associated with higher community socioeconomic status. More money is actually spent in districts with the highest percentages of minority students (\$4,514 versus \$3,920). While student/teacher ratios vary substantially by district size and region, the distribution of public education resources is substantially closer to being equal than wealth measured by housing values, and somewhat less varied than wealth measured by household income. Thirty-two tables and 38 figures present survey data. Five appendices contain 21 additional tables of supplemental information. (Contains 33 references.) (SLD)

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**ED 381 567** TM 022 927  
College-Level Academic Skills Test, Technical Report, 1989-90.

Florida State Dept. of Education, Tallahassee.  
Pub Date—90

Note—53p.  
Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Achievement, Accountability, Achievement Tests, Associate Degrees, \*College Students, \*Communication Skills, \*Degree Requirements, Higher Education, Language Skills, \*Mathematics Achievement, Public Colleges, Racial Differences, Reading Achievement, Scores, Scoring, Sex Differences, State Legislation, Test Construction, \*Test Results

Identifiers—\*College Level Academic Skills Test, \*Florida

The College-Level Academic Skills Test (CLAST) is part of Florida's system of educational accountability that is mandated by state law. The CLAST is an achievement test measuring students' attainment of college-level communication and mathematics skills identified by faculties of community colleges and state universities. Since August 1, 1984 students in public institutions in Florida have been required to have CLAST scores that satisfy state standards for the award of an associate in arts degree and for admission to upper division status in a state university in Florida. In addition, students in private schools may need CLAST scores to receive state financial aid. The CLAST consists of essay, English language skills, reading, and mathematics tests. Test development is traced, and the test itself is described, along with scoring and development information. Summary data are presented for first-time takers in 1989-90. Passing rates are presented for groups of students classified by race/ethnicity and gender, as well as college status. Fourteen tables present test data for the 1989-90 school year. Six appendices describe the test in greater detail and list College-Level Academic Skills Project (CLASP) and state-level task force members, 1989-90. (Contains 15 references.) (SLD)

**ED 381 568** TM 022 928  
College-Level Academic Skills Test, Technical Report, 1991-92.

Florida State Dept. of Education, Tallahassee.  
Pub Date—92

Note—47p.  
Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, Accountability, Achievement Tests, Associate Degrees, \*College Students, \*Communication Skills, \*Degree Requirements, Higher Education, Language Skills, \*Mathematics Achievement, Public Colleges, Racial Differences, Reading Achievement, Scores, Scoring, Sex Differences, State Legislation, Test Construction, \*Test Results

Identifiers—\*College Level Academic Skills Test, \*Florida

The College-Level Academic Skills Test (CLAST) is part of Florida's system of educational accountability that is mandated by state law. The CLAST is an achievement test measuring students' attainment of college-level communication and mathematics skills identified by faculties of community colleges and state universities. Since August 1, 1984 students in public institutions in Florida have been required to have CLAST scores that satisfy state standards for the award of an associate in arts degree and for admission to upper division status in a state university in Florida. In addition, students in private schools may need CLAST scores to receive state financial aid. The CLAST consists of essay, English language skills, reading, and mathematics tests. Test development is traced, and the test itself is described, along with scoring and administration information. Summary data are presented for first-time takers in 1991-92 classified by race/ethnicity and gender, as well as college status. Fifty-six percent of students passed the CLAST in June 1992. Fourteen tables present test data for the 1991-92 school year. Six appendices describe the test in greater detail and list College-Level Academic Skills Project (CLASP) and state-level task force

members, 1991-92. (Contains 15 references.) (SLD)

**ED 381 569** TM 022 929  
College-Level Academic Skills Test, Technical Report, 1992-93.

Florida State Dept. of Education, Tallahassee.

Pub Date—93

Note—46p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, Accountability, Achievement Tests, Associate Degrees, \*College Students, \*Communication Skills, \*Degree Requirements, Higher Education, Language Skills, \*Mathematics Achievement, Public Colleges, Racial Differences, Reading Achievement, Scores, Scoring, Sex Differences, State Legislation, Test Construction, \*Test Results

Identifiers—\*College Level Academic Skills Test, \*Florida

The College-Level Academic Skills Test (CLAST) is part of Florida's system of educational accountability. Mandated by state law, the CLAST is an achievement test measuring students' college-level communication and mathematics skills identified by faculties of community colleges and state universities. Since August 1, 1984 students in public institutions in Florida have been required to have CLAST scores that satisfy state standards for the award of an associate in arts degree and for admission to upper division status in a state university in Florida. In addition, students in private schools may need CLAST scores to receive state financial aid. The CLAST consists of essay, English language skills, reading, and mathematics tests. Test development is traced, and the test itself is described, along with scoring and administration information. Summary data are presented for first-time takers in 1992-93 classified by race/ethnicity and gender, as well as college status. Fifty-six percent of students passed the CLAST in June 1993. Fourteen tables present test data for the 1992-93 school year. Six appendixes describe the test in greater detail and list College-Level Academic Skills Project (CLASP) and state-level task force members, 1992-93. (Contains 15 references.) (SLD)

**ED 381 570** TM 022 930  
College-Level Academic Skills Test, Technical Report, 1993-94.

Florida State Dept. of Education, Tallahassee.

Pub Date—94

Note—46p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, Accountability, Achievement Tests, Associate Degrees, \*College Students, \*Communication Skills, \*Degree Requirements, Higher Education, Language Skills, \*Mathematics Achievement, Public Colleges, Racial Differences, Reading Achievement, Scores, Scoring, Sex Differences, State Legislation, Test Construction, \*Test Results

Identifiers—\*College Level Academic Skills Test, \*Florida

The College-Level Academic Skills Test (CLAST), mandated by state law, is part of Florida's system of educational accountability. The CLAST is an achievement test measuring students' college-level communication and mathematics skills as identified by faculties of community colleges and state universities. Since August 1, 1984 students in public institutions in Florida have been required to have CLAST scores that satisfy state standards for the award of an associate in arts degree and for admission to upper division status in a state university in Florida. In addition, students in private schools may need CLAST scores to receive state financial aid. The CLAST consists of essay, English language skills, reading, and mathematics tests. Test development is traced, and the test itself is described, along with scoring and administration information. Summary data are presented for first-time takers in 1993-94 classified by race/ethnicity and gender, as well as college status. Fifty-three percent of students passed the CLAST in June 1994. Fourteen tables present test data for the 1993-94 school year. Six appendixes describe the test in greater detail and list College-Level Academic Skills Project (CLASP) and state-level task force members, 1993-94. (Contains 15 references.) (SLD)

**ED 381 571** TM 022 931  
Student Achievement of College-Level Communication and Mathematics Skills in Florida:

R1E AUG 1995

1989-90.

Florida State Dept. of Education, Tallahassee.

Pub Date—Dec 90

Note—69p; Prepared by the Standing Committee on Student Achievement of the Articulation Coordinating Committee.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Achievement, Accountability, Achievement Tests, Associate Degrees, \*College Students, \*Communication Skills, \*Degree Requirements, Educational Trends, Essay Tests, Higher Education, Language Skills, \*Mathematics Achievement, Public Colleges, Racial Differences, Reading Achievement, Scores, Scoring, Sex Differences, Standards, State Legislation, Test Construction, \*Test Results

Identifiers—\*College Level Academic Skills Test, \*Florida

The College-Level Academic Skills Test (CLAST) is an examination of achievement in communication skills and mathematics that is mandated by state law for college students in community colleges and state universities in Florida as a requirement for an Associate's degree or for entry into upper-level courses. Higher CLAST standards went into effect in August 1989. Results presented in this report describe the first year of transition based on higher standards. Data from previous years suggested that many college students were not prepared for the higher standards, with the essay and mathematics portions of the examination the weakest areas. In 1989-90 students performed best in Reading and English Language Skills, followed by essay and mathematics subtests. Overall passing rates of community college examinees at 52% and private college examinees (also 52%) were below that of public university students at 76%. Racial and ethnic differences are also examined, and recommendations are made to enhance student performance on the revised CLAST. Ten figures and 17 tables present test data. Three appendixes list standing committee members and summarize CLAST performance. (SLD)

**ED 381 572** TM 022 932  
Student Achievement of College-Level Communication and Mathematics Skills in Florida:

1990-91.

Florida State Dept. of Education, Tallahassee.

Pub Date—Feb 92

Note—105p; Prepared by the Standing Committee on Student Achievement of the Articulation Coordinating Committee.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Achievement, Accountability, Achievement Tests, Associate Degrees, \*College Students, \*Communication Skills, \*Degree Requirements, Educational Trends, Essay Tests, Higher Education, Language Skills, \*Mathematics Achievement, Public Colleges, Racial Differences, Reading Achievement, Scores, Scoring, Sex Differences, Standards, State Legislation, Test Construction, \*Test Results

Identifiers—\*College Level Academic Skills Test, \*Florida

The College-Level Academic Skills Test (CLAST) is a mandated examination of the achievement of college students in communications skills and mathematics that must be passed by students in Florida public institutions of higher education to receive an Associate's degree or entrance into upper-level courses. This report gives test results on the CLAST for 1990-91 for the four subtest areas of mathematics, reading, English language skills, and essay writing. In 1990-91, student performance was better in English language skills and reading, followed by mathematics, but was poorer for the essay. Fifty-five percent of public community college students passed the CLAST, and 56% of private college and university students passed. The passing rate for public college students at other than community colleges was 71% in 1990-91. Racial and ethnic differences in achievement are discussed. Fourteen tables and 16 figures present study findings. Three appendixes list standing committee members and present test results by institution and subtest. (SLD)

**ED 381 573** TM 022 933  
Student Achievement of College-Level Communication and Mathematics Skills in Florida:

1991-92.

Florida State Dept. of Education, Tallahassee.

Pub Date—Apr 93

Note—108p; Prepared by the Standing Committee

on Student Achievement of the Articulation Coordinating Committee.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Achievement, Accountability, Achievement Tests, Associate Degrees, \*College Students, \*Communication Skills, \*Degree Requirements, Educational Trends, Essay Tests, Higher Education, Language Skills, \*Mathematics Achievement, Public Colleges, Racial Differences, Reading Achievement, Scores, Scoring, Sex Differences, Standards, State Legislation, Test Construction, \*Test Results

Identifiers—\*College Level Academic Skills Test, \*Florida

The College-Level Academic Skills Test (CLAST) is an achievement test mandated by the state of Florida to assess the communications and mathematics skills of college students in public institutions in Florida. Passing the CLAST is a requirement for an Associate's in Arts degree or entry into upper-level courses. This report presents and analyzes test results for the CLAST in 1991-92. Although performance in that year was substantially above the baselines established in 1982, no consistent improvements have been observed over the past 10 years. Statewide passing rates for the year were: (1) community colleges, 53%; (2) other state public institutions, 68%; and (3) private colleges and universities, 54%. Racial and ethnic differences in CLAST performance are discussed. Recommendations are made for improvement of CLAST results. Twenty tables and 13 figures present test results. Three appendixes list standing committee members and present test results by institution and subtest. (SLD)

**ED 381 574** TM 023 040  
Work Keys.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date—95

Note—25p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Career Planning, \*Educational Assessment, Job Analysis, \*Job Skills, Job Training, Mathematics, \*Measurement Techniques, Needs Assessment, \*Occupational Tests, \*Profiles, Scoring, Technology

Identifiers—\*Instructional Support, \*Work Keys (ACT)

The Work Keys System from the American College Testing Program is an innovative national system that provides a continuous structure for documenting and improving the workplace skills of individuals. By providing individuals with reliable information about their own skill levels and the levels required for jobs, Work Keys can help individuals make solid career decisions. An integrated four-component system has been designed to facilitate communication through: (1) assessment; (2) job and occupational profiling; (3) reporting services; and (4) instructional support. The assessment component measures worker skills with regard to applied mathematics and technology, reading and listening, information gathering, and teamwork. Job profiling identifies the skill levels needed for various jobs. Scoring and reporting services make the assessment and profiling information available to organizations and individuals. Instructional support comes from the targets for instruction identified for each skill area. Work Keys services are offered through licensed Work Keys service centers to be established in a number of locations. Eight figures and a table support the discussion. A sign-up sheet for pretesting is enclosed. (SLD)

**ED 381 575** TM 023 042  
Holmes, Cooper B.

Like a Lasting Storm. Helping with Real-Life

Problems.

Report No.—ISBN-0-88422-124-5

Pub Date—94

Note—74p.

Available from—Clinical Psychology Publishing Company, Inc., 4 Conant Square, Brandon, VT 05733.

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—\*Counseling, \*Emotional Problems, \*Helping Relationship, Intervention, \*Life Events, \*Problem Solving, \*Psychological Services

Identifiers—\*Reality

The primary purpose of this volume is to awaken

a realization on the part of helping professionals that some people have real-life emotional and psychological distress that cannot be defined or treated, like traditional psychopathological problems. Professionals must identify real-life problems that must be treated if the person is to live successfully. This distress must be differentiated from other forms of psychological and emotional distress. Each of the nine chapters defines the nature and treatment of real-life problems. The first three chapters provide a foundation for understanding the status of treatment for real-life problems. Chapters 4, 5, and 6 explore the normalcy of people's reactions and experience of real-life problems. Chapters 7 and 8 provide the professional helper with general guidelines for treatment of real-life problems, and Chapter 9 is a brief discussion of research and professional development needs. (Contains 99 references.) (SLD)

ED 381 576 TM 023 043

Shaughnessy, Michael F.

On the Theory and Measurement of Creativity.

Pub Date—[95]

Note—21p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, \*Creativity, Creativity Tests, Definitions, \*Measurement Techniques, Productivity, \*Psychometrics, Rating Scales, Test Construction, Test Reliability, \*Test Use, Test Validity, \*Theories

Identifiers—\*Structure of Intellect, \*Torrance Tests of Creative Thinking

Developments in the measurement and theory of creativity are reviewed, and the present status of creativity vis-a-vis psychometrics and theory is explored. The realm of creativity has been a quagmire of definition problems, with creativity variously defined in terms of process or stages. In past eras, creativity was essentially measured by output or productivity. Contemporary measures include the Torrance tests, derived from the structure of intellect model, and various tests such as the Remote Associates Test (Mednick, 1962), the Starkweather Originality Test (1974), the Group Inventory for Finding Creative Talent (1980), the Barron Welsh Art Scale, and a number of rating scales and surveys. The proliferation of tests suggests that it is necessary to review the components of a test before issuing it, looking for an operational definition of creativity and support for test reliability and validity. Minimum requirements include: (1) outside empirical support for the test; (2) long-term follow-up studies; (3) comparison measures against other recognized measures; (4) essential basic agreement in the field as to what "creativity" means; and (5) an adequate theoretical base for research and test construction. (Contains 36 references.) (SLD)

ED 381 577 TM 023 044

Brownfield, Kelley M.

The Relationship between the Myers-Briggs Personality Types and Learning Styles.

Pub Date—[93]

Note—15p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, \*Cognitive Style, Knowledge Level, Personality Assessment, \*Personality Measures, Personality Traits, \*Test Construction

Identifiers—\*Myers Briggs Type Indicator, Preference Patterns

The Myers-Briggs Type Indicator (MBTI) is introduced. Some historical background and an overview of preference and types are given. Applications of the MBTI are discussed, focusing on educational issues concerning the study of learning styles. Learning styles are defined according to D. H. Kolb, G. Lawrence, and others. Each dichotomy (two-sided) preference scale is discussed as to the aspect of learning style it measures, each having a unique importance in the relation of the MBTI to learning style. Each dichotomy's learning style characteristics are discussed, and an illustration is given as an example of how each type's learning style can be assessed. The MBTI measures not only personality type, but also each type's way of most effectively learning new material. The benefits of such knowledge are numerous. (Contains 9 references.) (Author/SLD)

ED 381 578 TM 023 045

O'Neil, Harold F., Jr.

Measurement of Teamwork Processes Using Computer Simulation. Project 2.1, Designs for Assess-

ing Individual and Group Problem Solving.

National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 94

Contract—R117G10027

Note—89p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Computer Simulation, Cooperative Learning, \*Educational Assessment, Evaluation Methods, Evaluation Utilization, High Schools, \*High School Students, Interaction, \*Measurement Techniques, Pilot Projects, \*Problem Solving, Statistical Bias, \*Teamwork

Identifiers—\*Negotiation Processes

Results of an initial attempt at measuring teamwork processes using computer simulation are presented, focusing on assessing team processes that emerge during the negotiation of a contract. The interaction between team members and how that interaction affects team performance were explored using a computer simulated negotiation. Participants interacted through computers using predetermined messages that were categorized as belonging to five teamwork processes. Tracking the messages gives a picture of teamwork processes. Two pilot studies involving 15 adults established the utility of the approach. Hypotheses that team processes would be positively associated with team performance and time and negatively associated with time-to-agreement and degree of fixed-pie bias were tested with 81 high school students. Results indicate that the measurement can be accomplished in a reasonably reliable and much more time-efficient manner through the computer simulation than through previous approaches. Five appendices provide supplemental information. Twenty tables and four figures present study findings. (SLD)

ED 381 579 TM 023 046

Johnson, William L. Johnson, Annabel M.

Refining the Charles F. Kettering Profile for a Junior High School Student Population.

Pub Date—Jan 95

Note—24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 26-28, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Development, \*Educational Environment, Factor Analysis, \*Factor Structure, Junior High Schools, \*Junior High School Students, Program Development, School Districts, \*Test Use

Identifiers—\*CFK Ltd School Climate Profile (Fox et al)

This study investigated the factor structure of the Charles F. Kettering Scale, a measure of climate used frequently for program and curriculum revision. A total of 228 students from a junior high school campus of a large school district in the Southwestern United States completed the General Climate Factors section of the Kettering scale. Primary and second-order factor analysis suggested different subscales than those given for the profile. The first-order analysis did not verify the developers' proposed structure, and the second-order analysis found subscales that were cognitive-managerial and affective-experimental in nature. Refinements are offered to make the instrument more effective for the junior high school student population. One figure and four tables present study data. (Contains 37 references.) (Author/SLD)

ED 381 580 TM 023 049

Velotta, Cynthia L.

Teacher Shortages in the United States: Outlook for the Future.

Pub Date—Oct 94

Note—17p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (October 12-15, 1994).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Class Size, \*Demography, Elementary Secondary Education, \*Employment Patterns, Enrollment, \*Futures (of Society), Geographic Regions, \*Labor Market, Population Distribution, Public Schools, Tables (Data), Teacher Characteristics, \*Teacher Shortage, \*Teacher Supply and Demand, Teaching

(Occupation)

The outlook for teacher employment in public education is important to current and future teachers and policymakers of elementary, secondary, and higher educational institutions. The number of teachers needed is dependent on several factors including: (1) population of school-age children; (2) number of existing teachers; (3) age of the existing teacher population; and (4) class size. Changing geographical population distributions and areas of teaching specialization are additional factors that affect prospects for employment. This paper describes demographic characteristics of teachers and students as well as characteristics of the job market to reveal current and potential teacher shortages. The primary source of demographic information was the National Center for Education Statistics. The investigation reveals shortages of teachers in various fields and geographic regions. Suggestions for policymakers and prospective teachers are provided. Five tables summarize data on teachers. (Contains 6 references.) (Author/SLD)

ED 381 581 TM 023 051

Baldwin, Beatrice

School Environment Analysis. Louisiana Principal

Internship.

Pub Date—94

Note—56p.

Pub Type—Reports - Evaluative (142) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Support, Demography, Educational Assessment, \*Educational Environment, Educational Improvement, Educational Planning, Elementary Secondary Education, \*Internship Programs, \*Principals, \*Productivity, Professional Development, \*Satisfaction

Identifiers—Louisiana, \*Louisiana Principalship Program

A school environment analysis is a comprehensive set of techniques that assess productivity and satisfaction of both students and staff. While the means to school environment assessment are not particularly complicated or time consuming, the analysis must be conducted in a comprehensive and systematic fashion, using a variety of types of data. School environment analysis fits into the school improvement process as an essential early step. The Louisiana Principalship Program (LPP) asks beginning principals to plan for and implement the first steps of the school improvement process, beginning with a school environment analysis that includes evaluation of: (1) the instructional program; (2) the socioemotional needs of students; (3) community support; (4) school atmosphere; (5) professional development; (6) goal attainment; and (7) demographic characteristics. Directions are included for this analysis under the LPP. The worksheet pages, the guide, and a summary matrix for the school's environment are included. (SLD)

ED 381 582 TM 023 054

Mislevy, Robert J.

Test Theory Reconciled.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.

Report No.—ETS-RR-94-2-ONR

Pub Date—Feb 95

Contract—N00014-91-J-4101

Note—63p.; Based on an invited address presented to the National Council of Measurement in Education (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Psychology, Developmental Psychology, \*Educational Testing, \*Inferences, \*Research Methodology, \*Statistical Analysis, Test Interpretation, \*Test Theory

Educational test theory consists of statistical and methodological tools to support inferences about examinees' knowledge, skills, and accomplishments. The evolution of test theory has been shaped by the nature of users' inferences which, until recently, have been framed almost exclusively in terms of trait and behavioral psychology. Progress in the methodology of test theory enabled users to extend the range of inference, sharpen their logic, and ground their interpretations more solidly within these psychological paradigms. In particular, the focus remained on students' overall tendency to perform in prespecified ways in prespecified domains of

tasks; for example, to make correct answers to mixed-number subtraction problems. Developments in cognitive and developmental psychology broaden the range of desired inferences, especially to conjectures about the nature and acquisition of students' knowledge. Commensurately broader ranges of data-types and student models are entertained. The same underlying principles of inference that led to standard test theory can be applied to support inference in this broader universe of discourse. Familiar models and methods—sometimes extended, sometimes reinterpreted, sometimes applied to problems wholly different from those to which they were first devised—can play a useful role to this end. Contains three tables and seven figures. (Author)

ED 381 583 TM 023 056

*Chelinsky, Eleanor*  
National Assessment Technical Quality.  
General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.  
Report No.—GAO/PEMD-92-22R  
Pub Date—11 Mar 92

Note—20p.; Letter to William D. Ford, Chairman, House Committee on Education and Labor, and Dale E. Kildee, Chairman, House Subcommittee on Elementary, Secondary, and Vocational Education.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Educational Assessment, Elementary Secondary Education, Evaluation Methods, \*Mathematics Achievement, Performance, \*Scoring, \*Standards, Test Construction

Identifiers—\*National Assessment Governing Board, National Assessment of Educational Progress, Standard Setting

In 1991 the National Assessment Governing Board (NAGB) released a report interpreting the achievement of U.S. students in mathematics on the 1990 National Assessment of Educational Progress in terms of a set of performance standards. The NAGB had been designing and implementing an approach to defining basic, proficient, and advanced levels of achievement and to expressing each level in terms of a score on the 1990 mathematics assessment. This letter is an interim response to a request by the House of Representatives for a review of NAGB achievement levels and related matters. Review of the development and results of the levels-setting approach has found problems of procedures, reliability, validity, and reporting. It is concluded that commitments to the further use of levels now being set in a similar manner seem premature. In addition, the General Accounting Office is examining the relationship between the NAGB and the National Center for Education Statistics and exploring ways to strengthen the capacity of the NAGB to make sound technical decisions. Enclosures contain NAGB definitions of achievement levels and a comparison of these levels and other national data. (SLD)

ED 381 584 TM 023 058

*Esteban, Araceli Mingorance, Pilar*  
School Development and Professional Development in the New Educational Reform in Spain.

Pub Date—Apr 94  
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Democracy, Economic Factors, \*Educational Change, Educational Improvement, Elementary Secondary Education, Foreign Countries, Private Schools, \*Professional Development, Public Schools, \*Social Change, \*Teacher Education

Identifiers—Reform Efforts, \*Spain, Spain (Andalusia)

Components of the sociocultural, professional, and institutional contexts of teacher professional development in Spain are explored. Teacher training changes in Spain arise from the sociocultural context, with the increasing democratization of the nation since the 1980s, the recognition that areas and elements of society have been underserved, the links between Spain and the rest of Europe, and the requirements of the changing economy and the information society. Teachers need more support from the profession as a whole and from society to

help them adopt innovations and be aware of the country's cultures. Educational authorities are recognizing the need for changes in teacher education, as exemplified by teacher training in Andalusia and the creation of the Andalusian Institute of Teacher Training and Evaluation. Professional development is also a concern in the private schools, as the report of a private school improvement initiative demonstrates. (Contains 22 references.) (SLD)

ED 381 585 TM 023 059

*Bentley, Carol L.*  
Are Preservice Teachers Acquiring Skills in Educational Technology, How and Where? Results of a National Survey.

Pub Date—Oct 94  
Note—25p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-15, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Literacy, Computer Science Education, Computer Software, Curriculum, \*Educational Technology, Education Majors, Elementary Secondary Education, Higher Education, Information Dissemination, \*Skill Development, Student Characteristics, Surveys, Teacher Education, \*Teacher Educators, \*Telecommunications

Identifiers—\*Preservice Teachers

A survey was undertaken to acquire information about the preservice training of teachers in technology. The survey considered general information and student characteristics, learning about hardware and software, the dissemination of educational technology, and information about telecommunications technology. Thirty-two surveys were completed by directors of curriculum materials centers in schools of education, a response rate of 64%. While some type of preservice training in the use of educational software was provided at 27 schools, only 16 schools indicated that this training was provided in a required course. The largest collections of software for the use of preservice teachers concentrate on drill and practice programs, followed by problem solving, programming, word processing, staff development, and simulations and game programs. Survey findings suggest that the technological training received by preservice teachers is inconsistent and not focused, and that training in telecommunications is at minimum levels in many institutions. Four tables summarize findings. (Contains 22 references.) (SLD)

## UD

ED 381 586 UD 030 342

*Robison, Esther*  
An Interim Evaluative Report Concerning a Collaboration between the Children's Aid Society, New York City Board of Education, Community School District 6, and the L.S. 218 Salome Urena de Henriquez School (and) The Community Schools P.S. 5 and L.S. 218 Spring 1994 Update.

Children's Aid Society, New York, N.Y.; Community School District 6, New York, N.Y.; Fordham Univ., Bronx, N.Y. Graduate School of Social Service; New York City Board of Education, Bronx, N.Y.

Pub Date—Mar 93  
Note—54p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Community Schools, Cultural Differences, Economically Disadvantaged, Family School Relationship, Grade 6, Grade 7, Grade 8, Intermediate Grades, Junior High Schools, \*Middle Schools, Minority Groups, Neighborhood Schools, \*Partnerships in Education, \*Program Design, \*Program Evaluation, Public Schools, \*School Community Programs, School Community Relationship, Urban Schools

Identifiers—New York City Board of Education

This report discusses the development and initial effectiveness of the Community Schools program, a collaborative effort in New York City's Community School District 6 designed to create a new institution that offers a broad range of services for students and their families. The program includes formal and parental education; summer camps; and health, dental, recreational, and counseling services. The report examines the program's components and culture,

discusses background information about its planning, reviews the model that was developed, and evaluates the following components: After-School To Extended Day; the Family Center; Mental Health Services; Health and Dental services; and the Academies and the Collaboration. Finally, the impact of this collaboration on the children is discussed. Early indications demonstrate the emerging success of the program at achieving a collaboration among the programs, the staff and the participating professional disciplines, the students, the children, and the parents. Appendixes provide an overview of the evaluation and its activities and an interview guide used for data collection. Also included is the Spring 1994 update for P.S. 5 and L.S. 218. (Contains 18 references.) (CM)

ED 381 587 UD 030 343

*Building a Community School: A Revolutionary Design in Public Education.*

Children's Aid Society, New York, N.Y.  
Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.

Pub Date—93  
Note—57p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Community Schools, Economically Disadvantaged, Elementary Secondary Education, Family School Relationship, Neighborhood Schools, \*Partnerships in Education, \*Program Development, Program Implementation, \*Public Education, Public Schools, \*School Community Programs, School Community Relationship, Urban Schools

Identifiers—New York City Board of Education

This manual provides a detailed outline of the collaborative efforts between the New York City Public Schools, the city's Community School District 6, and community-based partners to develop a community school in the northern Manhattan neighborhood of Washington Heights. The community school would be an integral part of the community and contain all health and welfare services of a large social service agency under one roof of the public school. It describes the steps taken to reach program goals, some of the obstacles encountered, and the overall philosophy that inspired the effort. Chapters describe how to conduct an assessment of community needs and the matching of services to meet these needs, review the key ingredients within a community school philosophy, explain ways of overcoming conflicts with existing groups and institutions in the area, and explore how to locate adequate funding to support the program. The report concludes with suggestions on the first steps that need to be taken to start a community school. Contains a list of other resources and 13 items for suggested readings. (CM)

ED 381 588 UD 030 345

*Carrera, John Willshire*  
Immigrant Students, Their Legal Right of Access to Public Schools. A Guide for Advocates and Educators. Revised.

National Coalition of Advocates for Students, Boston, MA.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—ISBN-1-880002-03-5  
Pub Date—92

Note—117p.; Revised edition of the 1989 report.

For related document, see ED 342 868. Some pages in the Appendixes contain broken type.

Available from—National Coalition of Advocates for Students, 100 Boylston Street, Suite 737, Boston, MA 02116-4610 (\$12).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Access to Education, Child Advocacy, Civil Rights, Court Litigation, Educational Discrimination, Educational Supply, Elementary Secondary Education, Enrollment, Equal Education, Free Education, \*Immigrants, \*Legal Problems, \*Minority Group Children, Parent Role, \*Public Schools, School Policy, \*Student Rights

Identifiers—Supreme Court

This updated version of a 1989 document of the same title represents a guide to the immigrant student's legal right of access to public schools based on the 1982 United States Supreme Court ruling in "Plyler v. Doe." Following an introduction, the first of three sections, "School Practices," addresses everyday school practices by outlining prohibited and recommended practices concerning registration,

documentation, verification, relations with the Immigration and Naturalization Service, staff training, the need for regulations and rumor control, along with recommended actions for state and local education agencies. The second section, "The Right of Access," addresses the Plyler ruling itself, and the legal reasoning behind it. The third section, "Parents and Advocates," addresses the role of parents and community members in ensuring that schools abide by and respect Plyler and other educational rights of immigrant students. This section contains supplements on foreign student status and relevant search and seizure legislation written to provide more in-depth legal information. In certain parts of the first two sections, statements of principles address the specific issues at hand, while a later format enables readers to choose the level of analysis they wish to pursue. A table of cases, endnotes, list of contacts, an appendix of sample materials, and a 20-item bibliography are included. (CM)

ED 381 589 UD 030 346

**Looking for America, Volume I. Promising School-Based Practices in Intergroup Relations.** National Coalition of Advocates for Students, Boston, MA.

Spons Agency—Ford Foundation, New York, N.Y. Report No.—ISBN-1-880002-06-X

Pub Date—Apr 94

Note—161p.

Available from—National Coalition of Advocates for Students, 100 Boylston Street, Suite 737, Boston, MA 02116 (\$16.95).

Pub Type—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conflict Resolution, Cultural Pluralism, Curriculum Development, Educational Strategies, Elementary Schools, Elementary Secondary Education, Ethnic Groups, High Schools, \*Immigrants, \*Intergroup Relations, Middle Schools, \*Minority Groups, Parent Participation, Parent School Relationship, Profiles, Program Descriptions, \*Public Schools, School Role, Student School Relationship, Surveys

Identifiers—\*Diversity (Student)

This report presents results from a National Coalition of Advocates for Students' (NCAS) study (Looking for America) of intergroup relations between immigrant and U.S. born students in public schools and the organization's collaboration with selected schools to improve those relationships. The report reveals school practices designed to improve intergroup relations, presents evidence of strategic planning and deliberate interventions that foster improvements in intergroup relationships between students through on-site implementation in seven schools across the country, and documents the knowledge gleaned from the intervention sites. Profiles of 16 school programs are described, and the characteristics of what is required for these types of programs to work are listed. The profiles reveal the extent of the student diversity within these schools as well as the diversity of the actions taken to meld the groups into a harmonious whole. Their experience reveals that respect for one another can be taught and that steps can be taken to broaden students' understanding that the world is wider than political and cultural boundaries allow. Appendixes contain the research methodology and criteria for including a particular school in the research, a list of resources, and information on the NCAS. (Contains 19 references.) (CM)

ED 381 590 UD 030 347

**Delivering on the Promise: Positive Practices for Immigrant Students.** National Coalition of Advocates for Students, Boston, MA.

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.

Report No.—ISBN-1-880002-07-8

Pub Date—Jun 94

Note—198p.

Available from—National Coalition of Advocates for Students, 100 Boylston Street, Suite 737, Boston, MA 02116 (\$18.95).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cultural Pluralism, Curriculum Development, \*Educational Planning, Educational Strategies, Elementary Schools, Elementary Secondary Education, Ethnic Groups, High Schools,

\*Immigrants, \*Instructional Innovation, Middle Schools, Minority Groups, Parent Participation, Parent School Relationship, \*Partnerships in Education, Profiles, Program Descriptions, \*Public Schools, \*Remedial Programs, School Role, Student School Relationship, Teacher Education

Identifiers—\*Diversity (Student)

This report highlights selected schools and their collaborative efforts in pulling educators, families, and communities together to support a particular school's success and the well-being of its immigrant students. The report documents promising practices, but also places these efforts in broader contexts, both practical and theoretical. These practices illustrate how immigrant student issues are inseparable from broader and deeper issues of innovation and reform in public school education. Specific areas that these programs address are the following: creative approaches to classroom learning; helping students to take charge of their own learning; innovative actions that make schools more inclusive; efforts that link learning with strong home, school, and community ties; and new ways of educating educators and conducting professional development that respond to the need for educating for a diverse world. The final section examines two primary themes found in these practices: starting with the learner and using schools as strategic sites for collaboration and change. Appendixes contain research methodology, a glossary of terms, information on the National Coalition of Advocates for Students, a list of educational entitlements for all children, and a list of selected readings by subject area. (CM)

ED 381 591 UD 030 348

**Goldenberg, Claude Sullivan, Jessie. Making Change Happen in a Language Minority School: A Search for Coherence. Educational Practice Report 13.**

National Center for Research on Cultural Diversity and Second Language Learning, Santa Cruz, CA. Spons Agency—California State Dept. of Education, Sacramento; Office of Educational Research and Improvement (ED), Washington, DC; Spencer Foundation, Chicago, Ill.

Pub Date—94

Contract—R117G10022

Note—38p.

Available from—Dissemination Coordinator, National Center for Research on Cultural Diversity and Second Language Learning, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*College School Cooperation, Educational Environment, Educational Improvement, \*Educationally Disadvantaged, Educational Objectives, \*Educational Planning, Elementary Education, Elementary Schools, Ethnic Groups, Hispanic Americans, \*Instructional Improvement, Leadership, \*Limited English Speaking, Minority Groups, Program Evaluation, School Administration, Teacher Expectations of Students, Urban Schools

Identifiers—California, Hispanic American Students, Language Minorities, Latinos

This paper reports on a project aimed at improving academic achievement at a predominantly Latino elementary school in the metropolitan Los Angeles area. Project activities were guided by a school change model that helped provide a coherent, sustained focus over a period of several years. The model suggests four elements that can be used to produce changes in teaching and learning: goals that are set and shared; indicators that measure success; assistance by capable others; and leadership that supports and pressures. Administration and faculty at the school, aided by University of California, Los Angeles researchers, made substantial improvements in teacher expectations, teaching, school climate, and student achievement. (Contains 105 references.) (CM)

ED 381 592 UD 030 352

**Stauffer, Paula, Ed. Youth in Low-Income Urban Environments: We Have Better Things To Do Than Drugs, Alcohol, Tobacco, and Other Drugs Resource Guide.**

National Clearinghouse for Alcohol and Drug Information (DHHS), Rockville, MD; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.

Report No.—DHHS-ADM-92-1902

Pub Date—Feb 93

Note—24p.

Available from—National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345 (Order no. MS 446).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, \*Alcohol Abuse, \*Drug Abuse, Economically Disadvantaged, \*Low Income Groups, \*Prevention, Printed Materials, \*Resource Centers, \*Resource Materials, Substance Abuse, Urban Areas, Urban Youth

This guide provides resource information on organizations and programs in the area of alcohol and drug abuse prevention aimed at low-income youth in urban settings. The guide is divided into the following two resource sections: Prevention Materials for Youth in Low-Income Urban Environments and Studies, Articles, and Reports on Youth in Low-Income Urban Environments. Each listing in the first section provides the program title for the material, the organization involved, year of implementation, material format, topic of concern, target audience and setting, the readability level of the materials, where to get the material, and a brief description of the materials. Each listing in the second section provides the names and abstracts of government publications and journal articles and sources of these materials. The guide concludes with an alphabetical list of groups, organizations, and programs on youth in low-income, urban environments. (CM)

ED 381 593 UD 030 353

**Manning, M. Lee Baruth, Leroy G. Students at Risk.**

Report No.—ISBN-0-205-15464-6

Pub Date—95

Note—384p.

Available from—Allyn and Bacon, 160 Gould Street, Needham Heights, MA 02194-231.

Pub Type—Books (010)—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Adolescents, Case Studies, Children, \*Disadvantaged Youth, \*Educational Assessment, Elementary Secondary Education, \*High Risk Students, \*Identification, Intervention, Non-traditional Education, Parent Participation, Program Effectiveness, Social Problems, Teacher Education, \*Teaching Methods

Intended for teacher educators, educators working daily with at-risk students, and human services specialists, this book operates from the premises that: (1) at-risk children and adolescents deserve the attention of professionals; (2) at-risk conditions and behaviors can be identified and their effects assessed; (3) effective programs and interventions can address at-risk conditions and behaviors; and (4) at-risk children and adolescents need objective identification and assessment. Part 1 introduces the problems of at-risk learners and methods for identifying and assessing their problems. Part 2 takes a more detailed look at school and societal conditions, and personal at-risk characteristics and provides examples of successful programs addressing them. Part 3, "The School's Response," examines classroom procedures, alternative learning environments, parent and family involvement, and exemplary programs aimed at school and societal conditions. The book has suggested activities, case studies, and other features designed to help the reader. An appendix lists names and addresses of many resource organizations. (Contains 292 references.) (SLD)

ED 381 594 UD 030 354

**Tiedt, Pamela L. Tiedt, Iris M. Multicultural Teaching. A Handbook of Activities, Information, and Resources. Fourth Edition.**

Report No.—ISBN-0-205-15488-3

Pub Date—95

Note—440p.

Available from—Allyn and Bacon, 160 Gould Street, Needham, MA 02194.

Pub Type—Books (010)—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—\*Cultural Awareness, Cultural Differences, Cultural Pluralism, \*Curriculum Development, Elementary Education, \*Equal Education, Minority Groups, \*Multicultural Education, Teacher Education, \*Teaching Methods

Identifiers—\*Linguistic Pluralism

This teacher handbook provides the foundation

for a multicultural curriculum for kindergarten through grade 8. The presentation has two major components: a multicultural knowledge base and learning activities that provide equity for diverse students. A major assumption is that multicultural understanding is fundamental to the education of all children, not only children from minority backgrounds. A second assumption is that education is inherently multicultural, and a final assumption is that it is as basic as literacy and quantitative reasoning. Sections include: (1) Living in a Multiculture; (2) Teaching for Diversity; (3) Building on Student Strengths; (4) Making All Students Feel Included; (5) Enlarging Student Perspectives; (6) Exploring Language and Linguistic Diversity; (7) Infusing Multicultural Education into Reading and Language Arts Programs; (8) Multicultural Education across the Curriculum; (9) Teaching Multiculturally around the Year; and (10) Reflecting on Multicultural Education. An appendix, "Developing a Knowledge Base for Multicultural Education," contains 46 general references, a number of resource organizations, and over 800 works referring to specific ethnic or cultural groups. (SLD)

ED 381 595 UD 030 355

Burlew, A. Kathleen Hoard, Ed. *And Others*. **African American Psychology: Theory, Research, and Practice.**

Association of Black Psychologists, Washington, DC.

Report No.—ISBN-0-8039-4766-6

Pub Date—92

Note—436p.

Available from—Sage Publications, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-9924 (cloth—ISBN-0-8039-4765-8; \$24.95, paper—ISBN-0-8039-4766-6).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—\*Blacks, Cognitive Measurement, \*Cultural Awareness, Demography, Family Structure, Individual Characteristics, \*Measurement Techniques, National Surveys, Psychological Studies, Psychological Testing, \*Psychology, Racial Identification, Research Methodology, \*Social Attitudes

Identifiers—\*African Americans, \*National Survey of Black Americans

Originating in the National Survey of Black Americans (NSBA), this book examines this major research project, the first study to sample a truly representative cross section of Blacks in America. The contributors discuss the methodological procedures and approaches used in conducting the NSBA and explain how the study was designed with a sensitivity to cultural influences. Substantive findings from the survey are discussed on a variety of topics, including relationships with family and friends, community life, religion, work, racial identity, political attitudes and participation, and physical and mental health. The 28 chapters are divided into sections on: (1) theory, research, and practice; (2) African American families; (3) African American children; (4) cognitive and measurement issues; and (5) differential approaches in psychology. (Author/SLD)

ED 381 596 UD 030 356

Webb, Norman L. Ed. *Romberg, Thomas A. Ed.* **Reforming Mathematics Education in America's Cities. The Urban Mathematics Collaborative Project. Ways of Knowing in Science Series.**

Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.; Wisconsin Center for Education Research, Madison.

Report No.—ISBN-0-8077-3382-2

Pub Date—94

Contract—MDR9054928; RED9255247

Note—244p.

Available from—Teachers College Press, Box 303, 1234 Amsterdam Avenue, New York, NY 10027 (\$21.95, paper—ISBN-0-8077-3382-2; \$46, cloth—ISBN-0-8077-3383-0).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Case Studies, \*Cooperation, Disadvantaged Youth, \*Educational Change, Educational Innovation, Equal Education, High Schools, \*High School Students, \*Mathematics Instruction, Mathematics Teachers, \*Program Development, Urban Schools

Identifiers—\*Reform Efforts, \*Urban Mathematics

RIE AUG 1995

#### Collaborative Project

The Urban Mathematics Collaborative (UMC) Project was a 5-year effort to reform mathematics instruction in urban schools by empowering mathematics teachers. Targeting over 3,000 high school mathematics teachers in collaboratives in 11 urban areas, including San Francisco (California), Philadelphia (Pennsylvania), and New Orleans (Louisiana), the UMC project fostered collaboration among mathematics teachers, mathematicians, and representatives of the business community, in order to encourage professional enthusiasm and educational innovation. Forces that foster or inhibit educational reform and issues of equity and reaching underserved inner-city students are explored. Contributions include: (1) "The Urban Mathematics Collaboratives as Reform" (Thomas A. Romberg and Norman L. Webb); (2) "Mathematics and Community" (Barbara Scott Nelson); (3) "The Development of the Urban Mathematics Collaborative Project" (Norman L. Webb, and others); (4) "A Strategy for Social Change" (Thomas A. Romberg and Allan Pitman); (5) "Professionalism" (Allan Pitman); (6) "Conceptions of Mathematics and Mathematics Education Held by Teachers" (Thomas A. Romberg and James A. Middleton); (7) "Collaboration and Urban School Systems" (James A. Middleton and Norman L. Webb); (8) "The 'Urban' in the Mathematics Collaboratives: Case Studies of the Eleven Projects" (Thomas S. Popkewitz and Sigurjon Myrdal); (9) "Knowledge Growth and Professional Commitment—The Effect of the Urban Mathematics Collaborative on Two San Francisco Teachers" (Anna Richert); (10) "Being There—A Mathematics Collaborative and the Challenge of Teaching Mathematics in the Urban Classroom" (Cameron McCarthy); and (11) "Collaboration in Practice, and Final Thoughts" (Norman L. Webb and Thomas A. Romberg). Appendixes list project personnel and publications. (SLD)

ED 381 597 UD 030 357

**Survey of Needs: Single Homeless Men. Denver Metro Area, 1993.**

Colorado State Dept. of Education, Denver.

Pub Date—Jun 94

Note—22p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Blacks, Educational Attainment, \*Educational Background, Elementary Secondary Education, Ethnic Groups, Hispanic Americans, \*Homeless People, \*Males, Minority Groups, \*Needs Assessment, Surveys, \*Vocational Education, Whites

Identifiers—\*Colorado (Denver), \*Single Persons

The Adult Learning Source Homeless Program of the Colorado Department of Education conducted an educational needs assessment of single homeless men in the Denver metropolitan area. A questionnaire was developed with the input of social services workers and administered to 74 homeless men in the summer of 1993. Forty-one percent were White, 24 percent were Black, and 27 percent were Hispanic. Thirty-four percent reported being disabled and 26 percent were veterans. Forty-eight percent reported that a high school diploma or equivalency was their highest level of education, although 30 percent reported attending some type of college. Only 22 percent had not finished high school. Fifty-seven percent reported receiving some type of vocational training. Half of the sample reported that they had no educational needs, but 9 of the 74 wanted to refresh basic skills and 8 wanted additional vocational training. Seventy-six percent reported the desire for more education, but reported homelessness, lack of money, learning difficulties, and other circumstances as barriers. Needs identified and targeted by the Department of Education center around accessing resources, problem-solving skills, and improving basic and life skills. The interview form is attached. Three tables summarize survey findings. (SLD)

ED 381 598 UD 030 358

Shelley, Joseph F. *And Others*. **Weapon-Related Victimization in Selected Inner-City High School Samples. A Final Summary Report Presented to the National Institute of Justice.**

Department of Justice, Washington, D.C. National Inst. of Justice; Tulane Univ., New Orleans, La.

Report No.—NCJ-151526

Pub Date—Feb 95

Contract—94-IJ-CX-0033

Note—25p.; Cover title varies slightly.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Ethnic Groups, High Schools, \*High School Students, Inner City, Racial Differences, \*School Safety, Sex Differences, Social Problems, \*Urban Schools, \*Victims of Crime, \*Violence

Identifiers—\*Victimization, \*Weapons

A study funded by the National Institute of Justice finds that one in five inner-city students surveyed (one in three males) had been shot at, stabbed, or otherwise injured with a weapon at or in transit to or from school in the past few years. Dangers of the environment outside the school were more obviously related to the rate of adolescent victimization (weapon-related victimization) than the environment inside the school. Findings from the study were derived from responses to surveys completed by 1,591 students (758 males and 833 females) in 10 inner-city public high schools in California, Louisiana, New Jersey, and Illinois. Seventy-five percent of those surveyed were African American, 16 percent were Hispanic, 2 percent were White. Victimization did not differ significantly across racial and ethnic lines, but was more frequent for males. Efforts to increase school safety are needed, but, in fact, reduction in the overall level of student violence will follow only after external conditions promoting violence are addressed. Three tables summarize survey findings. (Contains 15 references.) (SLD)

ED 381 599 UD 030 359

**Environmental Attitudes and Behaviors of American Youth with an Emphasis on Youth from Disadvantaged Areas.**

Roper Starch Worldwide Inc.

Spons Agency—National Environmental Education and Training Foundation, Washington, DC.

Pub Date—Dec 94

Note—158p.

Available from—National Environmental Education and Training Foundation, 915 15th St., N.W., Suite 200, Washington, DC (\$25).

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adolescents, \*Attitudes, Behavior Patterns, \*Disadvantaged Youth, \*Environment, Environmental Education, High Schools, \*High School Students, Qualitative Research, \*School Role, Social Problems, \*Student Attitudes, Urban Youth

Identifiers—Focus Groups

The National Environmental Education and Training Foundation commissioned a survey on environmental attitudes and behaviors of disadvantaged youth in America to identify the critical gaps in environmental education so that resources can be targeted more effectively. Phase 1 consisted of qualitative research among disadvantaged students through nine focus groups in three cities—New York (New York), Los Angeles (California), and Chicago (Illinois). Phase 2 was a nationwide quantitative survey of 982 students in grades 4 through 12. This phase allowed comparison by gender, grade, and religion. Phase 3 consisted of an in-depth quantitative survey based on 2,139 interviews among students from disadvantaged areas. Findings make it apparent that young people care about the natural environment. Concern about environmental matters exists among students from disadvantaged areas, although it is not a leading concern. A wide set of other concerns weighs heavily on their minds, often shaping their perceptions of environmental issues and problems. Data suggest the importance of the school in environmental education and the need for new opportunities for involvement for disadvantaged youth. Two appendixes discuss the sample and methodology. The questionnaire is included. (SLD)

ED 381 600 UD 030 360

Bennett, Claudette E. **The Black Population in the United States: March 1994 and 1993.**

Bureau of the Census (DOC), Suitland, Md.

Report No.—P20-480

Pub Date—Jan 95

Note—189p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Journal Cit—Current Population Report; series P-20 n480 Jan 1995

Pub Type—Numerical/Quantitative Data (110) — Collected Works - Series (022)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Blacks, Census Figures, \*Children, \*Demography, \*Economic Factors, \*Educational Attainment, Family Structure, Geographic Regions, Housing, Income, Minority Groups, \*Population Trends, Poverty, \*Social Characteristics, Socioeconomic Status

This report presents a statistical portrait of the demographic, social, and economic characteristics of Blacks based primarily on the March 1993 and 1994 Supplements to the Current Population Survey. Topics covered include population growth and geographic distribution, marital status, family type and composition, educational attainment, employment and unemployment, occupational distribution, family income and earnings, poverty status, and the tenure of householders. The report includes a special emphasis on children as of March 1993. Data are presented on demographic, social, and economic characteristics for black children under 18 years since 1970. In 1994, the black population numbered 33 million, about 13 percent of the nation's total. In 1993, there were 11 million black children under age 18. In 1980, 8 percent of black adults had at least a bachelor's degree, but in 1994 this proportion had increased to 13 percent. Black families had a real median income of \$21,550 in 1993, not statistically different from their 1969 income of \$22,000. Twelve figures, 15 text tables, and 31 detailed tables present findings for population and economic trends. Six appendices provide supplemental information, including discussions of methodology. (SLD)

ED 381 601 UD 030 361

Petro, Janice Rose And Others

The Chapter 1 Challenge: Colorado's Contribution 1993.

Colorado State Dept. of Education, Denver.

Pub Date—Oct 94

Note—29p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Achievement, \*Achievement Gains, \*Compensatory Education, \*Disadvantaged Youth, \*Educational Finance, Elementary Secondary Education, Enrollment, Ethnic Groups, \*Federal Aid, Low Income Groups, Minority Groups, Remedial Programs, Urban Schools

Identifiers—\*Colorado, \*Education Consolidation Improvement Act Chapter 1

An overview is provided of Colorado's participation in Chapter 1, the largest federally funded program designed to provide services to elementary and secondary students. Chapter 1 provides financial assistance to state and local education agencies to meet the special needs of educationally deprived children who reside in areas with high concentrations of children from low-income families. In fiscal year 1993, Colorado Chapter 1 programs were administered by 100 districts and 8 Boards of Cooperative Educational Services. Staff members totalling 1,494.91 full-time equivalents served a total of 40,404 students in Chapter 1, with additional students served in a state-administered institution for neglected or delinquent children. Chapter 1 participants were concentrated in the early elementary grades. Fifty-five percent of participants belonged to an ethnic minority, representing a larger share than they did in the general student population. Also discussed are services, the measurement of achievement, and gains. Colorado consistently has higher average normal curve equivalent gain scores in reading, language arts, and mathematics in both basic and advanced skills than national averages for Chapter 1 students. Some successful projects are highlighted. (SLD)

ED 381 602 UD 030 369

Maryland's African-American Males: Health, Education, Employment and Economic Development, and Criminal Justice. Report of the Governor's Commission on Black Males.

Maryland Governor's Commission on Black Males, Annapolis.

Pub Date—Jun 93

Note—137p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*At Risk Persons, \*Blacks, Crime, Disadvantaged Youth, Economic Factors, \*Edu-

cational Change, \*Elementary Secondary Education, Employment Patterns, Health, Law Enforcement, \*Males, School Restructuring, State Government, \*Urban Schools, Urban Youth

Identifiers—African Americans, \*Maryland

This report summarizes the findings and recommendations of the Maryland State Governor's Commission on Black Males. It reflects the research, experience, and contentions of the Commissioners and the many people who testified at hearings throughout the state. The results are not exhaustive, but they mark a point from which progress and improvement can begin. The report is divided into four main sections: (1) Health; (2) Education; (3) Employment and Economic Development; and (4) Criminal Justice. Each section includes a case for change and concludes with a set of recommendations. A number of interventions that have already been initiated are described. In its exploration of education, the Commission has concluded that the African American male has been excluded from the educational process. Changes must be made to move black males from at-risk status to one of high achievement, acknowledging that every child in the United States has a right to be educated to his or her maximum potential. Recommendations are made for educational change and school restructuring, and for teacher education that is sensitive to the needs of black males. Fourteen tables and three figures illustrate the discussions and recommendations. (SLD)

ED 381 603 UD 030 370

Parrott, Sharon Greenstein, Robert

Welfare, Out-of-Wedlock Childbearing, and Poverty: What Is the Connection?

Center on Budget and Policy Priorities, Washington, DC.

Pub Date—Jan 95

Note—63p.

Available from—Publications Service, Center on Budget and Policy Priorities, 777 N. Capitol Street, N.E., Suite 705, Washington, DC 20002.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Blacks, Early Parenthood, Economically Disadvantaged, Family Structure, \*Illegitimate Births, Low Income Groups, \*Poverty, Social Class, \*Sociocultural Patterns, \*Unwed Mothers, \*Welfare Recipients, Welfare Services

Identifiers—\*Aid to Families with Dependent Children, \*Reform Efforts

In his well-known article "The Coming White Underclass" and other writings Charles Murray has suggested that welfare is the primary cause of out-of-wedlock childbearing. He contends that welfare, including Aid to Families with Dependent Children (AFDC), food stamps, and subsidized housing, should be eliminated. While Murray's views have gained a wide hearing, there is substantial evidence to suggest that welfare is not the primary cause of illegitimate births or teenage pregnancy. Contrary to popular impression, most out-of-wedlock births are not to teenagers. In fact, only 13% occur among women under age 18. Most researchers have found no connection, or only a small one, between AFDC benefits and childbearing decisions of young unmarried women. It must be noted that the rise in out-of-wedlock childbearing is a society-wide trend, not concentrated among the poor, and influenced by many factors beyond welfare. Since the early 1970s, welfare benefits have fallen in purchasing power, but the proportion of children born outside of marriage has continued to rise. It is conceded that the welfare system needs substantial reform, but its elimination would abandon many poor children and their families. Two figures and two tables illustrate the discussion, and an appendix provides a research summary. (SLD)

ED 381 604 UD 030 371

Implementation of the Educational Research, Development, Dissemination, and Improvement Act. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, Second Session (September 15, 1994).

Congress of the U.S., Washington, DC. House Subcommittee on Select Education and Civil Rights.

Report No.—ISBN-0-16-046655-5

Pub Date—95

Note—110p.; Serial No. 103-120.

Available from—U.S. Government Printing Office,

Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Achievement, \*Access to Education, Educational Improvement, Educationally Disadvantaged, \*Educational Research, Elementary Secondary Education, \*Equal Education, \*Federal Legislation, Government Role, Hearings, \*Information Dissemination, Minority Groups

Identifiers—Congress 103rd, Goals 2000, \*Office of Educational Research and Improvement, Reauthorization Legislation

The House Subcommittee met to consider the progress that had been made toward the implementation of the restructuring of the Office of Educational Research and Improvement (OERI) and the fulfillment of its original mission, the equalization of educational opportunities for disadvantaged children. A report on implementation efforts was presented by Sharon P. Robinson, Assistant Secretary of OERI. The passage of the Education Research, Development, Dissemination, and Improvement Act, Title IX of the Goals 2000 Educate America Act, reaffirms the Federal government's commitment to reform through research rather than ideology. Progress in making OERI a consumer-driven organization is detailed, with systemic change efforts listed chronologically. Among the most important of the challenges facing OERI is the construction of five new institutes for research and dissemination among which are the Office of Reform Assistance and Dissemination, and The National Library of Education. The remarks of Sharon Robinson were followed by discussion and the supporting statements by Edmund W. Gordon, James McPartland, and Beverly J. Walker. (SLD)

ED 381 605 UD 030 372

Taylor, Charles And Others

Multiculturalism: Examining the Politics of Recognition.

Report No.—ISBN-0-691-03779-5

Pub Date—94

Note—185p.

Available from—Princeton University Press, 41 William St., Princeton, NJ 08540.

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Constitutional Law, \*Cultural Awareness, Democracy, Elementary Secondary Education, \*Equal Education, Foreign Countries, \*Government Role, \*Multicultural Education, \*Politics, \*Recognition (Achievement), Sociocultural Patterns

Identifiers—Canada, Collectivism, Habermas (Jürgen)

This volume focuses on the challenge of multiculturalism and the politics of recognition facing democratic societies today, concentrating on the United States and Canada in particular. The initial inquiry by Charles Taylor considers whether the institutions of liberal democratic government make room for, or even should accommodate, recognizing the worth of distinctive cultural traditions. This exploration is joined in this edition (the second in English) by an extensive essay by Jürgen Habermas, first included in the German edition, on the issues of recognition and the democratic constitutional state. Habermas argues that equal protection under the law is not enough to guarantee a constitutional democracy. K. Anthony Appiah offers commentary on the tensions between personal and collective identities, such as those shaped by religion, gender, ethnicity, race, and sexuality, and the tendency of multicultural politics to gloss over such tensions. These essays are joined by commentaries by: (1) Amy Gutmann; (2) Susan Wolf; (3) Steven C. Rockefeller; and (4) Michael Walzer. (SLD)

ED 381 606 UD 030 373

Vopat, James

The Parent Project. A Workshop Approach to Parent Involvement.

Report No.—ISBN-1-57110-001-6

Pub Date—94

Note—200p.

Available from—Stenhouse Publishers, 226 York Street, P.O. Box 360, York, ME 03909-0360 (\$32.50).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Educational Planning, Elementary Education, Evaluation Methods, Inner City, \*Parent Participation, \*Partnerships in Education, Resource Materials, Self Esteem, \*Urban Schools, \*Workshops  
Identifiers—Milwaukee Public Schools WI, \*Milwaukee Writing Project WI, Parent Project

The Parent Project is a workshop approach to increasing parent involvement in their children's education. It began in the late 1980s in three inner-city elementary schools in Milwaukee (Wisconsin) as an outgrowth of the Milwaukee Writing Project. The workshop approach that developed focused on what children were learning in the classroom and how this learning could be supported at home. Working partnerships between parents and teachers have paid many dividends for the children in these schools. This guide to presenting workshops discusses how to begin them and how to conduct the workshop, with sample schedules and a list of factors that contribute to success. A 3-year plan is presented for moving beyond the initial meetings and promoting community building. Workshops for the specific areas of reading, writing, developing self-esteem, and special interests are described. Evaluation is an integral part of the parent participation project, and suggestions are offered for evaluation and advocacy. A resource section includes sample forms, an annotated bibliography of 39 children's books, a 180-item bibliography for children, and a list of resources for parents. (SLD)

ED 381 607 UD 030 374

Whitmore, Kathryn F. Crowell, Caryl G.  
**Inventing a Classroom. Life in a Bilingual, Whole Language Learning Community.**

Report No.—ISBN-1-57110-002-4

Pub Date—94

Note—285p.

Available from—Stenhouse Publishers, 226 York Street, York, ME 03909 (\$18.50).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Bilingual Education, Bilingual Students, \*Cultural Awareness, \*Curriculum Development, Educational Research, Ethnography, Grade 3, \*Language Skills, Learning, \*Literacy, Primary Education, Qualitative Research, War, \*Whole Language Approach, Working Class  
Identifiers—Middle Ages

This book is based on research conducted in a bilingual, (Spanish and English) working-class neighborhood third-grade classroom. It is a qualitative, ethnographic study of the classroom as a system that uses exemplary teaching to show how whole language learning can be explained as a tension between personal invention and social convention. The Sunshine Room, as the classroom was called, evolved throughout the 2 years of the study. The four critical events that are narrated were: (1) the process of negotiating curriculum for the year; (2) the creation of a theme cycle about the Middle Ages; (3) the vicarious experience of war through children's literature and discussion; and (4) a friendship between two children from different cultures. In keeping with the whole language approach, the classroom exemplified a high level of intellectual expectation, symmetric power and trust relationships, authentic language and literacy events, and additive bilingualism and biliteracy. Thirty-three figures illustrate the discussion. Four appendixes present bibliographies for the study of the Middle Ages and war and peace, a whole-language checklist, and an excerpt from a classroom script. (Contains 190 references.) (SLD)

ED 381 608 UD 030 375

Timmer, Doug A. And Others

**Paths to Homelessness. Extreme Poverty and the Urban Housing Crisis.**

Report No.—ISBN-0-8133-0783-X

Pub Date—94

Note—216p.

Available from—Westview Press, 5500 Central Avenue, Boulder, CO 80301-2877 (cloth—ISBN-0-8133-0782-1, \$55; paper—ISBN-0-8133-0783-X, \$16.95).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Causal Models, Economically Disadvantaged, \*Economic Factors, \*Homeless People, \*Housing Needs, Low Income Groups, \*Poverty, Sociocultural Patterns, Trend Analysis, \*Urban Problems

Identifiers—Shelters

An exploration of the economic and historical

causes of homelessness is combined with accounts of individuals and families who are on the streets or in shelters and how they came to that point. Following an overview of the problem of homelessness and its causes, nine chapters present stories of homeless individuals, friends, and families. These stories demonstrate that there is no culture of poverty that makes people poor and no culture of homelessness that leaves them without shelter. These stories show that large numbers of people become homeless through the processes of urban and industrial decline. The increase in the numbers of homeless people is a result of the social and economic transformations of American cities since the late 1970s. The last two chapters review the complex and simple realities of homelessness and offer some suggestions for resolving it. Shelters and shelter services are not the answer to homelessness; the only real answer lies in the provision of sufficient low-income and affordable housing. (Contains 203 references.) (SLD)

ED 381 609 UD 030 376

Somerton, Wilbur H. And Others

**The MESA Way: A Success Story of Nurturing Minorities for Math/Science-Based Careers.**

Report No.—ISBN-1-880192-10-1

Pub Date—94

Note—212p.

Available from—Caddo Gap Press, 3145 Geary Boulevard, Suite 275, San Francisco, CA 94118 (\$17.95; 20% discount for 4 or more copies).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Career Guidance, Elementary Secondary Education, \*Engineering Education, Incentives, \*Mathematics Education, Mentors, \*Minority Groups, Parent Participation, Problem Solving, Program Descriptions, \*Program Effectiveness, \*Science Careers, Student Motivation  
Identifiers—\*MESA Program CA

Significant steps have been taken by the Mathematics, Engineering, Science Achievement (MESA) project since its formation in 1970. The founders of MESA began a campaign, first in high schools, and later in middle and elementary schools, to convince educators, parents, and students of the importance of raising standards for the minority children the program targets, and indeed for all students. This book provides a blueprint for the replication of MESA efforts through its profiles of a few individuals (educators, business professionals, and MESA staff) who have created the program. As a how-to manual, this book includes problem-solving approaches that can benefit education as a whole. Basic tenets of the MESA approach include: (1) group study sessions; (2) academic advising; (3) study assistance; (4) extra study bonuses; (5) incentive awards; (6) parent participation; (7) field trips; and (8) summer jobs. Twelve appendixes provide supplemental information, including a table of statistics about MESA graduates. (SLD)

<p>1. The first column contains a list of names, likely authors or contributors, arranged vertically.</p>	<p>2. The second column contains a list of titles or subjects, arranged vertically.</p>	<p>3. The third column contains a list of dates or years, arranged vertically.</p>
<p>4. The fourth column contains a list of names, likely authors or contributors, arranged vertically.</p>	<p>5. The fifth column contains a list of titles or subjects, arranged vertically.</p>	<p>6. The sixth column contains a list of dates or years, arranged vertically.</p>
<p>7. The seventh column contains a list of names, likely authors or contributors, arranged vertically.</p>	<p>8. The eighth column contains a list of titles or subjects, arranged vertically.</p>	<p>9. The ninth column contains a list of dates or years, arranged vertically.</p>
<p>10. The tenth column contains a list of names, likely authors or contributors, arranged vertically.</p>	<p>11. The eleventh column contains a list of titles or subjects, arranged vertically.</p>	<p>12. The twelfth column contains a list of dates or years, arranged vertically.</p>
<p>13. The thirteenth column contains a list of names, likely authors or contributors, arranged vertically.</p>	<p>14. The fourteenth column contains a list of titles or subjects, arranged vertically.</p>	<p>15. The fifteenth column contains a list of dates or years, arranged vertically.</p>

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		<b>Planning Now for College Costs: A Guide for Families.</b>		

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Reading and Learning Disabilities. NICHY Briefing Paper, Update.

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This index lists documents under the Publication Type that has been assigned to them to characterize their form or organization, as contrasted to their subject matter.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section. The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

The Publication Types are displayed in a classified index arrangement, according to the outline below.

<b>Code</b>	<b>(052) Guides - Classroom - Teacher</b>	<b>Publication Type</b>
<b>Title</b>	The First Amendment: Free Speech & a Free Press. A Curriculum Guide for High School Teachers.	<b>Accession Number</b>
		ED 261 929

### PUBLICATION TYPE CATEGORIES

CODE	CATEGORY	CODE	CATEGORY
010	BOOKS	080	JOURNAL ARTICLES
	COLLECTED WORKS	090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
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022	— Serials	102	— Machine-Readable Data Files (MRDF)
030	CREATIVE WORKS (Literature, Drama, Fine Arts)	110	STATISTICAL DATA (Numerical, Quantitative, etc.)
	DISSERTATIONS/THESES	120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
040	— Undetermined		REFERENCE MATERIALS
041	— Doctoral Dissertations	130	— General
042	— Masters Theses	131	— Bibliographies
043	— Practicum Papers	132	— Directories/Catalogs
	GUIDES	133	— Geographic Materials
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	— Classroom Use		REPORTS
051	— Instructional Materials (For Learner)	140	— General
052	— Teaching Guides (For Teacher)	141	— Descriptive
055	— Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)	142	— Evaluative/Feasibility
		143	— Research/Technical
060	HISTORICAL MATERIALS	150	SPEECHES, CONFERENCE PAPERS
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071	— ERIC Information Analysis Products (IAP's)	170	TRANSLATIONS
072	— Book/Product Reviews	171	— Multilingual/Bilingual Materials

#### (010) Books

Academic Freedom and University Autonomy. Papers on Higher Education Series.

ED 381 084

Advances in Early Education and Day Care: Topics in Early Literacy, Teacher Preparation, and International Perspectives on Early Care. Volume 6.

ED 381 256//

African American Psychology: Theory, Research, and Practice.

ED 381 595//

After-School and Parent Education Programs for At-Risk Youth and Their Families: A Guide to Organizing and Operating a Community-Based Center for Basic Educational Skills Reinforcement, Homework Assistance, Cultural Enrichment, and a Parent Involvement Focus.

ED 381 248

America's Children: Resources from Family, Government, and the Economy. A Census Monograph Series.

ED 381 226//

Are Our Kids All Right? Answers to the Tough Questions about Child Care Today.

ED 381 265//

The Basic School: A Community for Learning. Advance Copy.

ED 381 284

The Board Member's Guide to Fund Raising. What Every Trustee Needs To Know about Raising Money. Jossey-Bass Nonprofit Sector Series.

ED 381 120//

Chance Encounters: Probability in Games and

Simulations. Seeing and Thinking Mathematically in the Middle Grades.

ED 381 368//

Children & Television: Images in a Changing Sociocultural World.

ED 381 266//

College in Your Future. 140 Questions and Answers about Getting In-Staying In.

ED 381 119//

The Company We Keep: Collaboration in the Community College.

ED 381 193

Computer Technology and Social Issues.

ED 381 156//

Constructing Buildings, Bridges, and Minds: Building an Integrated Curriculum through Social Studies.

ED 381 408//

Content Area Literacy: An Integrated Approach. Fifth Edition.

ED 380 760//

Democracy, Chaos, and the New School Order.

ED 380 859

Democratic Principals in Action: Eight Pioneers.

ED 380 890

Designing Spaces: Visualizing, Planning, and Building. Seeing and Thinking Mathematically in the Middle Grades.

ED 381 369//

Developing Independent Readers: Strategy-Oriented Reading Activities for Learners with Special Needs.

ED 380 759//

The Early Years: Laying the Foundations for Ra-

cial Equality.

ED 381 243

East Asian Higher Education: Traditions and Transformations. Issues in Higher Education Series. First Edition.

ED 381 049//

An Economy at Risk: Does Anyone Care?

ED 381 409//

Engaging Families: Connecting Home and School Literacy Communities.

ED 380 784//

Environmental Science: Activities with Plants of the Southwest.

ED 381 363//

Finding Funding: Grantwriting and Project Management from Start to Finish. Second Edition.

ED 380 906

From Language Policy to Language Planning: An Overview of Languages Other Than English in Australian Education.

ED 381 001

Getting Started in Science Fairs: From Planning to Judging. The Teacher's Science Fair Survival Guide.

ED 381 385//

Global Information Technology Education: Issues and Trends. Series in Global Information Technology Management.

ED 381 157//

Going Further: Essays in Further Education.

ED 381 112

A Guidance Approach to Discipline.

ED 381 244

Higher Education: The Lessons of Experience.

## Development in Practice Series.

ED 381 040  
Hopes, Dreams & Promise: The Future of Homeless Children in America.

ED 380 706//  
How America Views Its Schools: The PDK/Gallup Polls, 1969-1994.

ED 380 891//  
How To Avoid Crossfire and Seek Common Ground: A Journey for the Sake of Children.

ED 380 907  
Implementing Strategic Change: A Practical Guide for Business.

ED 381 070//  
Improving College Teaching.

ED 381 117//  
Improving Education through Action Research: A Guide for Administrators and Teachers. The Practicing Administrator's Leadership Series. Roadmaps to Success.

ED 380 884  
International and Transracial Adoptions: A Mental Health Perspective.

ED 381 236//  
Inventing a Classroom. Life in a Bilingual, Whole Language Learning Community.

ED 381 607//  
Investigating Mathematics Teaching: A Constructivist Enquiry. Studies in Mathematics Education Series: 5.

ED 381 350  
Jane and Johnny Love Math: Recognizing and Encouraging Mathematical Talent in Elementary Students; A Guidebook for Educators and Parents.

ED 381 365//  
Language Industries Atlas.

ED 381 012  
Language Issues: Readings for Teachers.

ED 380 818//  
The Least of These: Stories of Schoolchildren.

ED 380 747  
Legal Issues Surrounding Safe Schools.

ED 380 860//  
Let's Talk Math: Encouraging Children To Explore Ideas.

ED 381 357//  
Like a Lasting Storm. Helping with Real-Life Problems.

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Literacy, Home and School: Research and Practice in Teaching Literacy with Parents.

ED 381 259//  
Literacy Instruction for Today.

ED 380 763//  
Local Education: Community, Conversation, Praxis.

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Major in Success: Make College Easier, Beat the System, & Get a Very Cool Job.

ED 380 553//  
Make It Metric.

ED 381 362//  
Managing Microcomputer Technology as an Organizational Resource.

ED 381 158//  
Managing Today's University: Strategies for Viability, Change, and Excellence, Second Edition. Jossey-Bass Higher and Adult Education Series.

ED 381 122//  
The MESA Way: A Success Story of Nurturing Minorities for Math/Science-Based Careers.

ED 381 609//  
Metropolitan Universities: An Emerging Model in American Higher Education.

ED 381 048//  
Moving Out into the World: Student Values, Choices, and Relationships.

ED 380 721  
Multiculturalism: Examining the Politics of Recognition.

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Multicultural Teaching: A Handbook of Activities, Information, and Resources. Fourth Edition.

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"My Trouble Is My English": Asian Students and the American Dream.

ED 380 817//  
Once upon A Campus: Lessons for Improving Quality and Productivity in Higher Education. American Council on Education/Oryx Press Series on Higher Education.

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Parenting Teenagers in the 1990s.

ED 381 245//  
The Parent Project. A Workshop Approach to Parent Involvement.

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Philosophical Foundations of Adult Education. Second Edition.

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The Philosophy of Mathematics Education. Studies in Mathematics Education Series: 1.

ED 381 351  
The Pregnancy & Motherhood Diary: Planning the First Year of Your Second Career. Revised and Updated.

ED 381 233  
Qualitative Reading Inventory-II (QRI-II).

ED 380 764//  
Qualitative Research in Early Childhood Settings.

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Quality through Access, Access with Quality. The New Imperative for Higher Education. First Edition. The Jossey-Bass Higher and Adult Education Series.

ED 381 121//  
Radical Constructivism: A Way of Knowing and Learning. Studies in Mathematics Education Series: 6.

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Seven Windows to a Child's World: 100 Ideas for the Multiple Intelligences Classroom. Pre K-K. First Printing.

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Stepfamily Realities: How To Overcome Difficulties and Have a Happy Family.

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- Abstracts of Presented Papers [at the] NARST Annual Meeting (67, Anaheim, CA, March 26-29, 1994). ED 380 935
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- Academic Freedom and University Autonomy. Proceedings of the International Conference (Sinaia, Romania, May 5-7, 1992). Papers on Higher Education Series. ED 381 355
- Adding Value through Research in Agricultural Education. Proceedings of the Annual National Agricultural Education Research Meeting (19th, St. Louis, Missouri, December 4, 1992). ED 381 083
- Africentrism-Perspective or Paradigm? Implications for Adult Education. Proceedings of the African American Adult Education Research Pre-Conference (Knoxville, Tennessee, May 18-19, 1994). ED 380 563
- Balancing Unity and Diversity in a Changing World. Proceedings of the International Congress on Challenges to Education (Oahu, Hawaii, July 6-8, 1994). ED 380 533
- Best Practice in Aboriginal and Torres Strait Islander Education. Proceedings of the Conference (Canberra, Australian Capital Territory, Australia, November 17-18, 1993). ED 381 447
- Building Effective Program Linkages. Lifelong Learning for Youth and Adults with Disabilities. Regional Symposium on Building Effective Program Linkages (1st, Saratoga, New York, May 3-5, 1992). ED 381 032
- Commissioner's Roundtable for Women in Educational Leadership in Florida. Proceedings (Tallahassee, Florida, November 20, 1991). ED 380 660
- DPT/NCREL Policy Seminar Summary, 1994. Bulletin No. 95163. ED 381 037
- The Educational Implications of NAFTA. ED 380 873
- Education for All Summit of Nine High-Population Countries (New Delhi, India, December 12-16, 1993). Panel Proceedings. ED 380 985
- The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 1. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1989). ED 381 478
- The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 2. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1990). ED 381 492
- The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 3. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1991). ED 381 493

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- The Imperative Educational Network: Parents, Teachers, and Concerned Individuals. Volume 4. Proceedings of the Imperative Educational Network Conference (Athens, Georgia, 1992). ED 381 494
- Information Superhighway: The Role of Librarians, Information Scientists, and Intermediaries. Proceedings of the International Essen Symposium (17th, Essen, Germany, October 24-27, 1994). ED 381 495
- Joining Forces: Spreading Successful Strategies. Proceedings of the Invitational Conference on Systemic Reform (Washington, D.C., February 23-25, 1995). ED 381 176
- Marketing Education National Research Conference Report (Appalachicola, Florida, April 3-5, 1992). ED 381 135
- Marketing Education National Research Conference Report (Galveston, Texas, April 16-18, 1993). ED 380 700
- Marketing Education National Research Conference Report. Marketing Practices: Implications for Developing a Future Workforce. (Key West, Florida, April 15-17, 1994). ED 380 701
- Optical Science and Engineering. New Directions and Opportunities in Research and Education. NSF Workshop (Arlington, VA, May 23-24, 1994). ED 380 702
- Proceedings of the Annual Meeting of the Mid-South Educational Research Association (23rd, Nashville, Tennessee, November 9-11, 1994). ED 381 374
- Proceedings of the National Technological Literacy Conference (9th, Arlington, Virginia, January 21-23, 1994). ED 381 562
- Reaching to the Future: Boldly Facing Challenges in Rural Communities. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Las Vegas, Nevada, March 15-18, 1995). ED 381 429
- School Legislation: Dialogue on the Reforms in Central and Eastern Europe. A Secondary Education for Europe. General Report. Council for Cultural Co-Operation (CDCC) Seminar (Brussels, Belgium, December 13-15, 1993). ED 381 295
- Teachers, Students, and Language: Multiple Language Settings. Proceedings from a Seminar on Teacher Development and Linguistic Diversity. Occasional Paper Series. ED 381 463
- Teaching Linguistically and Culturally Diverse Learners: Effective Programs and Practices. Proceedings of an Institute Hosted by the National Center for Research on Cultural Diversity and Second Language Learning (Santa Cruz, California, June 28-30, 1994). ED 381 024
- Technology and Teacher Education Annual, 1995. Proceedings of the International Conference of the Society for Information Technology and Teacher Education (SITE) (6th, San Antonio, Texas, March 22-25, 1995). ED 381 036
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- L'emergence de la lecture chez des enfants presentant des retards de developpement: Programme de stimulation en milieu familial a l'intention des parents (The Emergence of Reading in Children with Developmental Delays: Stimulation Program in the Family Environment Guided by Parents). ED 380 915
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- Preventing Violence in Schools. ED 380 880
- Professional Development. ED 381 136
- Provisions for Youth with Disabilities in Vocational Education. 1992 Carl Perkins Act Final Regulations. ED 380 943
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- Resources in Education (RIE). Volume 30, Number 8. ED 380 531
- Senior Faculty in Academe: Active, Committed to the Teaching Role. ED 381 104
- Social Summit 1995: Putting Literacy on the Agenda. ED 380 564
- Students Who Work: A Profile. ED 381 095
- To Learn or Not To Learn: Understanding Student Motivation. ED 380 883
- Understanding and Applying Child Labor Laws to Today's School-to-Work Transition Programs. ED 380 698

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Violence in Schools: How To Build a Prevention Program from the Ground Up.

ED 380 892

Vocational Baccalaureate Holders: What Positions in the Company?

ED 380 534

Workforce Skills: Newsletter of the Skills for a Competitive Workforce Program, 1994.

ED 380 658

Youth with Disabilities and the School-to-Work Opportunities Act of 1994.

ED 380 946

### (030) Creative Works

The Least of These: Stories of Schoolchildren.

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Ability Grouping for Elementary Reading Instruction and Its Relationship to the Balanced Literacy Approach.

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Action Research: The Implementation of Writing Workshop in the Third Grade.

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The Effect of Computer Based Instruction on Writing at the Elementary Level.

ED 380 802

Effect of Sex-Equitable Material on Gender Stereotyping.

ED 380 799

The Effects of Graphic Organizers on the Creative Writing of Third Grade Students.

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Exploring Attitudes toward Gender in the Language Arts Classroom.

ED 380 800

Improving Reading Comprehension through a Multi-Faceted Approach Utilizing Drama.

ED 380 758

Vocabulary Development: Context Clues versus Word Definitions.

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A Comparison of the Effect of Teacher-Directed Instruction (and Textbook Use) and Interactive Computer Software Instruction on the Development of Touch-Keyboarding Skills in Two Sixth-Grade Classes.

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Elementary Teacher Attitudes and Beliefs Regarding Religion and Education Compared with the American Population as a Whole, and Related Legal Decisions.

ED 381 460

Improving Conventional Spelling through the Use of Words in Context versus Words in Isolation.

ED 380 769

Politeness Theory in Computer Mediated Communication: Face Threatening Acts in a "Faceless" Medium.

ED 381 005

Science and Reading.

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Technology and Meteorology. An Action Research Paper.

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### (043) Dissertations/Theses - Practicum Papers

Building Staff Morale in a Season of Change through Supportive, Growth-Oriented Supervision.

ED 380 725

Developing Positive Parent Participation in Pre-school Programming.

ED 381 239

Development of an Effective Relapse Prevention Intervention for the Parents of Juvenile Sexual Offenders.

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Helping Preservice Teachers in Reading Methods Field Experience Implement Theories Learned in the College Classroom through Journals, Lesson Plans, and Structured Observations.

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Improving the Freshman College Classroom through Building a Purposeful Community of Altruistic and Motivated Learners.

ED 381 216

Improving the Quality of Family Child Care through the Implementation of a Mentoring and Self-Instructional Training Program for Family Child Care Providers.

ED 381 274

A Plan of Action for Recruitment and Evaluation of the Child Care Credential Training Program for Child Care Professionals.

ED 381 238

### (050) Guides - General

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ED 380 784//

Interpersonal Communications. Leader's Manual and Participant Materials.

ED 381 538

Local Education: Community, Conversation, Praxis.

ED 380 547//

### (051) Guides - Classroom - Learner

Basic Emergency Medical Technician Skills Manual.

ED 380 634

Communicating with Middle Childhood Students of Varied Learning Styles: Social Studies and Language Arts-Related Strategies that Work.

ED 381 459

Environment. Events, Assessment, Response. [Student Textbook and] Teacher Supplement.

ED 381 345//

Global Issues in the Middle School Grades 5-8. Third Edition.

ED 381 470

Hazardous Materials Chemistry for the Non-Chemist. Second Edition.

ED 381 354

Health in the Year 2100: What's Heredity Got To Do with It? Genetics Curriculum for High School Biology Students.

ED 381 378

Legacy: Linking Educators and the Gifted with Attorneys for Civics: Yes! Challenging Lessons for the Classroom and Beyond.

ED 381 475

Library Instruction-LSC 524. Fall, 1993.

ED 381 159

Making Choices about Conflict, Security, and Peacemaking Part I: Personal Perspectives. A High School Conflict Resolution Curriculum. Field Test Version.

ED 381 427

Medication Administration Technician. Instructor Manual.

ED 380 635

Network Simulation Training Instructor's Guide and Student Handouts. Series #B01038.

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### (052) Guides - Classroom - Teacher

Aerospace and Flight. Technology Learning Activity. Teacher Edition. Technology Education Series.

ED 380 588

Analysis of Farm Records. Teacher Edition. Farm Business Management Series.

ED 380 622

Animal Science. Teacher Edition.

ED 380 621

Aquatic Critters. Lake James State Park, An Environmental Education Learning Experience. Designed for Grades 2-4.

ED 381 364

Art Education: A Guide to Curriculum Planning. Bulletin No. 95185. Second Edition.

ED 381 477

Audiovisual Programming. Technology Learning Activity. Teacher Edition. Technology Education Series.

ED 380 589

Authentic Assessment in Reading Education Courses.

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Balancing Work & Family.

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Basic Operator. Teacher Edition. Cosmetology Series.

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Career Search. Technology Learning Activity. Teacher Edition. Technology Education Series.

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Celebrating Geography: Geography in Everyday Life.

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Conserve & Renew. An Energy Education Activity Package for Grades 4-6.

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Policy for Heritage Language Instruction = Politique sur l'enseignement des langues ancestrales.

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1. The first step in the process of domestic violence is the initial incident, which is often a single act of aggression. This incident may be triggered by a variety of factors, including stress, alcohol consumption, or a sudden change in the relationship. The initial incident is often followed by a period of denial or minimization, where the perpetrator may attempt to downplay the severity of the act or blame the victim for the incident.	2. The second step in the process is the escalation of violence. This may involve repeated acts of aggression, such as physical assault, sexual violence, or threats of harm. The escalation of violence is often a result of the perpetrator's inability to control their anger or their desire to dominate the victim. This stage is characterized by a pattern of intermittent violence, where periods of relative calm are interspersed with episodes of severe aggression.	3. The third step in the process is the establishment of a pattern of control. The perpetrator may use a variety of tactics to exert control over the victim, including isolation from family and friends, monitoring of the victim's activities, and the use of threats and intimidation. This stage is often characterized by a high degree of predictability, where the victim can anticipate the perpetrator's actions and the consequences of non-compliance.
4. The fourth step in the process is the victim's attempt to escape the relationship. This may involve seeking help from family or friends, contacting law enforcement, or attempting to leave the relationship on their own terms. The victim's attempt to escape is often met with resistance from the perpetrator, who may use threats of violence to prevent the victim from leaving. This stage is often characterized by a sense of urgency and a desire for immediate action.	5. The fifth step in the process is the victim's decision to leave the relationship. This decision is often the result of a combination of factors, including the severity of the violence, the victim's desire for safety, and the availability of support. The victim's decision to leave is often a difficult one, as it may involve leaving behind a life of familiarity and comfort. This stage is often characterized by a sense of relief and a desire for a fresh start.	6. The sixth step in the process is the victim's attempt to rebuild their life. This may involve seeking employment, moving to a new location, or seeking support from a community. The victim's attempt to rebuild their life is often a long and challenging process, as they may face a variety of obstacles, including financial difficulties, social stigma, and a lack of support. This stage is often characterized by a sense of hope and a desire for a better future.
7. The seventh step in the process is the victim's decision to seek legal action. This may involve filing a restraining order, pursuing criminal charges, or seeking compensation for damages. The victim's decision to seek legal action is often a result of the severity of the violence and the victim's desire for justice. This stage is often characterized by a sense of empowerment and a desire to hold the perpetrator accountable.	8. The eighth step in the process is the victim's decision to seek therapy or counseling. This may involve individual therapy, group therapy, or couples therapy. The victim's decision to seek therapy is often a result of the emotional trauma caused by the violence and the victim's desire to heal and move forward. This stage is often characterized by a sense of self-awareness and a desire for personal growth.	9. The ninth step in the process is the victim's decision to seek support from a community. This may involve joining a support group, seeking help from a religious community, or seeking support from a local organization. The victim's decision to seek support is often a result of the isolation caused by the violence and the victim's desire for a sense of belonging. This stage is often characterized by a sense of connection and a desire for mutual support.
10. The tenth step in the process is the victim's decision to seek help from law enforcement. This may involve reporting the incident to the police, seeking a protective order, or pursuing criminal charges. The victim's decision to seek help from law enforcement is often a result of the severity of the violence and the victim's desire for protection. This stage is often characterized by a sense of fear and a desire for immediate action.	11. The eleventh step in the process is the victim's decision to seek help from a domestic violence agency. This may involve seeking shelter, counseling, or legal assistance. The victim's decision to seek help from a domestic violence agency is often a result of the victim's need for immediate support and the agency's role in providing a safe haven. This stage is often characterized by a sense of relief and a desire for a safe environment.	12. The twelfth step in the process is the victim's decision to seek help from a healthcare provider. This may involve seeking medical attention for injuries, counseling for emotional trauma, or seeking help with substance abuse. The victim's decision to seek help from a healthcare provider is often a result of the physical and emotional toll of the violence. This stage is often characterized by a sense of vulnerability and a desire for medical support.
13. The thirteenth step in the process is the victim's decision to seek help from a financial advisor. This may involve seeking help with budgeting, seeking assistance with debt, or seeking help with asset protection. The victim's decision to seek help from a financial advisor is often a result of the financial difficulties caused by the violence. This stage is often characterized by a sense of stress and a desire for financial stability.	14. The fourteenth step in the process is the victim's decision to seek help from a social worker. This may involve seeking help with housing, seeking assistance with employment, or seeking help with social support. The victim's decision to seek help from a social worker is often a result of the social isolation caused by the violence. This stage is often characterized by a sense of loneliness and a desire for social connection.	15. The fifteenth step in the process is the victim's decision to seek help from a legal aid organization. This may involve seeking help with legal representation, seeking assistance with court proceedings, or seeking help with legal advice. The victim's decision to seek help from a legal aid organization is often a result of the legal complexities of the situation. This stage is often characterized by a sense of confusion and a desire for legal guidance.
16. The sixteenth step in the process is the victim's decision to seek help from a domestic violence hotline. This may involve seeking help with crisis intervention, seeking assistance with safety planning, or seeking help with emotional support. The victim's decision to seek help from a domestic violence hotline is often a result of the immediate need for support and the hotline's role in providing a 24-hour service. This stage is often characterized by a sense of urgency and a desire for immediate assistance.	17. The seventeenth step in the process is the victim's decision to seek help from a community center. This may involve seeking help with recreational activities, seeking assistance with social skills, or seeking help with community involvement. The victim's decision to seek help from a community center is often a result of the victim's desire for a sense of community and belonging. This stage is often characterized by a sense of hope and a desire for social integration.	18. The eighteenth step in the process is the victim's decision to seek help from a religious community. This may involve seeking help with spiritual support, seeking assistance with religious practices, or seeking help with religious counseling. The victim's decision to seek help from a religious community is often a result of the victim's faith and the community's role in providing spiritual support. This stage is often characterized by a sense of faith and a desire for spiritual guidance.
19. The nineteenth step in the process is the victim's decision to seek help from a family member. This may involve seeking help with emotional support, seeking assistance with financial matters, or seeking help with social support. The victim's decision to seek help from a family member is often a result of the victim's close relationship with the family and the family's role in providing support. This stage is often characterized by a sense of family loyalty and a desire for family support.	20. The twentieth step in the process is the victim's decision to seek help from a friend. This may involve seeking help with emotional support, seeking assistance with practical matters, or seeking help with social support. The victim's decision to seek help from a friend is often a result of the victim's friendship and the friend's role in providing support. This stage is often characterized by a sense of friendship and a desire for social support.	21. The twenty-first step in the process is the victim's decision to seek help from a domestic violence advocate. This may involve seeking help with legal advocacy, seeking assistance with safety planning, or seeking help with emotional support. The victim's decision to seek help from a domestic violence advocate is often a result of the victim's need for specialized support and the advocate's role in providing a range of services. This stage is often characterized by a sense of trust and a desire for professional assistance.
22. The twenty-second step in the process is the victim's decision to seek help from a domestic violence shelter. This may involve seeking help with temporary housing, seeking assistance with basic needs, or seeking help with emotional support. The victim's decision to seek help from a domestic violence shelter is often a result of the victim's need for a safe place to stay and the shelter's role in providing a secure environment. This stage is often characterized by a sense of safety and a desire for a secure living situation.	23. The twenty-third step in the process is the victim's decision to seek help from a domestic violence court. This may involve seeking help with legal representation, seeking assistance with court proceedings, or seeking help with legal advice. The victim's decision to seek help from a domestic violence court is often a result of the victim's need for legal action and the court's role in providing a forum for legal proceedings. This stage is often characterized by a sense of justice and a desire for legal resolution.	24. The twenty-fourth step in the process is the victim's decision to seek help from a domestic violence support group. This may involve seeking help with emotional support, seeking assistance with social support, or seeking help with community support. The victim's decision to seek help from a domestic violence support group is often a result of the victim's desire for a sense of community and the group's role in providing a supportive environment. This stage is often characterized by a sense of connection and a desire for mutual support.
25. The twenty-fifth step in the process is the victim's decision to seek help from a domestic violence hotline. This may involve seeking help with crisis intervention, seeking assistance with safety planning, or seeking help with emotional support. The victim's decision to seek help from a domestic violence hotline is often a result of the victim's need for immediate support and the hotline's role in providing a 24-hour service. This stage is often characterized by a sense of urgency and a desire for immediate assistance.	26. The twenty-sixth step in the process is the victim's decision to seek help from a domestic violence agency. This may involve seeking help with shelter, counseling, or legal assistance. The victim's decision to seek help from a domestic violence agency is often a result of the victim's need for immediate support and the agency's role in providing a range of services. This stage is often characterized by a sense of relief and a desire for a safe environment.	27. The twenty-seventh step in the process is the victim's decision to seek help from a domestic violence court. This may involve seeking help with legal representation, seeking assistance with court proceedings, or seeking help with legal advice. The victim's decision to seek help from a domestic violence court is often a result of the victim's need for legal action and the court's role in providing a forum for legal proceedings. This stage is often characterized by a sense of justice and a desire for legal resolution.
28. The twenty-eighth step in the process is the victim's decision to seek help from a domestic violence support group. This may involve seeking help with emotional support, seeking assistance with social support, or seeking help with community support. The victim's decision to seek help from a domestic violence support group is often a result of the victim's desire for a sense of community and the group's role in providing a supportive environment. This stage is often characterized by a sense of connection and a desire for mutual support.	29. The twenty-ninth step in the process is the victim's decision to seek help from a domestic violence hotline. This may involve seeking help with crisis intervention, seeking assistance with safety planning, or seeking help with emotional support. The victim's decision to seek help from a domestic violence hotline is often a result of the victim's need for immediate support and the hotline's role in providing a 24-hour service. This stage is often characterized by a sense of urgency and a desire for immediate assistance.	30. The thirtieth step in the process is the victim's decision to seek help from a domestic violence agency. This may involve seeking help with shelter, counseling, or legal assistance. The victim's decision to seek help from a domestic violence agency is often a result of the victim's need for immediate support and the agency's role in providing a range of services. This stage is often characterized by a sense of relief and a desire for a safe environment.

## Clearinghouse Number/ED Number Cross-Reference Index

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<b>CG</b> — Counseling and Student Services	<b>RC</b> — Rural Education and Small Schools
<b>CS</b> — Reading, English, and Communication	<b>SE</b> — Science, Mathematics, and Environmental Education
<b>EA</b> — Educational Management	<b>SO</b> — Social Studies/Social Science Education
<b>EC</b> — Disabilities and Gifted Education	<b>SP</b> — Teaching and Teacher Education
<b>FL</b> — Languages and Linguistics	<b>TM</b> — Assessment and Evaluation
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<b>IR</b> — Information and Technology	

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## Academic Senates (Colleges)

USE COLLEGE GOVERNING COUNCILS (unqualified use reference "Academic Senates" was deleted)

## CHILDRENS WRITING

SN Writing by, not for, children (note: see also the Identifiers "Beginning Writing" and "Early Writing")

## CULTURAL RELEVANCE

SN Applicability of materials, methods, or programs to one's own ethnicity, social status, gender, religion, home and community environment, and/or personal experiences (note: if possible, use the more specific term "Culturally Relevant Education")

UF Relevance (Cultural)

## CULTURALLY RELEVANT EDUCATION May 95

SN Educational practices and resources that reflect the culture, values, customs, and beliefs of students (i.e., help to connect what is to be learned with the students' own lives)

UF Culturally Appropriate Education  
Culturally Responsive Education  
Culture Based Curriculum

## Faculty Senates (Colleges)

USE COLLEGE GOVERNING COUNCILS (unqualified use reference "Faculty Senates" was deleted)

## RAINFORESTS

SN Woodlands of dense, mainly broad-leaved evergreen trees in areas of high annual rainfall (note: coordinate with Identifiers "Deforestation," "Tropics," etc., as appropriate)

UF Rain Forest Preserves  
Temperate Rainforests  
Tropical Rainforests

## Self Centeredness

USE EGOCENTRISM

## TECH PREP

SN Sequential programs of study that integrate preparation for technical careers with academic education in a highly structured and closely articulated secondary and postsecondary curriculum, leading to a minimum of an associate degree or 2-year certificate in a specific career field

UF Two Plus Two Tech Prep

## Two Plus Two Tech Prep Associate Degrees

USE ASSOCIATE DEGREES and TECH PREP

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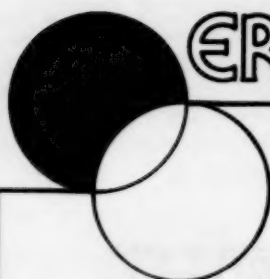
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